DOCUMENT RESUME

ED 113 596 CE 005 350

TITLE	A Model for Evaluation of the Distributive Education Program in Arizona.
INSTITUTION	Arizona State Univ., Tempe. Coll. of Business Administration.
SPONS AGENCY	Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.
REPORT NO	VT-102-175
PUB DATE	Feb 75
NOTE	157p.; Not available in hard copy due to marginal reproducibility
EDRS PRICE	MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Curriculum Evaluation; Curriculum Research; *Distributive Education; Job Satisfaction; Manpower Needs; *Marketing; *Models; Occupational Clusters; *Program Evaluation; Questionnaires; Self Concept; *State Surveys; Vocational Development
IDENTIFIERS	*Arizona

ABSTRACT

The purpose of the study was to develop a model for evaluation of the distributive education program in Arizona. The project involved the design of survey instruments, the collection and analysis of data, and recommendations for program modification based on the findings. Surveys were made of students, teacher-coordinators, national leaders, and business and industry to determine if the needs of all were being met by the existing program. An occupational assessment of the marketing/distribution cluster was conducted and a model was developed for operationally defining cluster parameters and for identifying occupations which fit within those parameters. The body of the study includes the procedures, findings, and recommendations for the major objectives of the project. Six sample instruments are appended: a self-concept inventory, a work values survey, a distributive education student program evaluation, distributive education coordinator program evaluation, a DECA (Distributive Education Clubs of America) questionnaire, and a business community questionnaire. (NJ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED113596

A MODEL FOR EVALUATION OF THE DISTRIBUTIVE EDUCATION PROGRAM IN ARIZONA

In Fulfillment of the Requirements
of a Vocational Education Research Mini-Grant
Sponsored by the Arizona Department of Education,
Division of Vocational Education

Directed by

Dr. Kenneth L. Rowe
Associate Professor of Marketing
College of Business Administration
Arizona State University
Tempe, Arizona

(VT-102-175)

CE005350

February 1975

ABSTRACT

The purpose of this study was to develop a model for evaluation of the Distributive Education program in Arizona. The model included the following sequenced steps:

1. Identify goals, purposes, and objectives of the program to be evaluated and the objectives of the evaluation.

2. Develop measurement criteria and design instruments to collect and measure needed data.

3. Determine a valid sampling technique and collect data.

4. Analyze data in terms of the objectives of the evaluation.

5. Develop the report of findings and implications.

6. Make decisions for program modification based upon the findings.

Questions to be answered by the study were:

1. Are we accomplishing the purpose of the program?

2. Is the instructional program competency based?

3. What are the current needs of the industry?

4. Are we preparing people for the right jobs?

5. Are we teaching the right content to accomplish our objectives?

6. Do we know the needs of today's students?

7. What are the job needs both short-range and long-range?

The study addressed itself to fourteen objectives which follow:

1. Survey all Distributive Education students in the state of Arizona to determine their self-concept, and this will be compared with the self-concepts of non-vocational students.

2. Survey all Distributive Education students in Arizona to determine their work values, and these work values will be compared with value satisfactions as identified by employed workers in the field of marketing and distribution.

3. All Distributive Education students in Arizona will be surveyed to determine their evaluation of the current Distributive Education program, its objectives, and its achievements.

4. All teacher-coordinators in the state will be surveyed to determine their evaluation of the current Distributive Education program, its objectives, and its achievements. The two surveys will be compared to see if the perceptions of the coordinators and the students are the same. Another analysis will be run to determine if the Distributive Education program objectives in Arizona are identical to the perceptions of the two groups.

5. An occupational assessment of the marketing/distribution cluster will be conducted. The results will be compared with the needs as determined by the Department of Economic Security.

6. National leaders in the field of Distributive Education

will be surveyed to determine not only current status but need for change and projections for the future in organization and administration of the Distributive Education program.

7. The objectives and outcomes of the DECA club program will be carefully analyzed to determine its effectiveness and/or need for modifying direction and emphasis.

8. Representatives of the business community will be surveyed for input regarding curriculum content, performance levels, and identification of occupations to be included in the cluster.

9. Review occupations in the present marketing cluster.

10. Screen DOT to identify job titles satisfying the parameters of this occupational cluster.

11. Screen the USOE classification system to identify additional job titles.

12. Review the identified titles with the Director of Marketing/Distributive Occupations at the Arizona Department of Education.

13. Review the identified titles with an industrial advisory committee composed of representatives of the major occupational families identified within the occupational listings to identify omissions and/or inappropriate inclusions.

14. Develop a model for operationally defining the occupational parameters of this cluster, as well as identifying occupations which may fit within these parameters.

Instruments were selected or developed to gather the

necessary data to accomplish these fourteen objectives. The body of the study includes the procedures, findings, and recommendations for each of the objectives. Samples of all instruments used to collect the necessary data are included in the appendix of the study.

ACKNOWLEDGEMENTS

I would like to thank many people for assistance and cooperation in the completion of this study. A special thanks must go to Jim Kerr, associate director of the project, who assumed a great deal of responsibility in completing the project. The Distributive Education coordinators of Arizona and the Distributive Education students of Arizona provided considerable input into the research. Business leaders from the state and national leaders in marketing and distribution also cooperated 100 percent in giving needed data.

Graduate assistants at Arizona State University, Don Hoggan and Ray Sparks, also contributed.

A special thanks to a very professional and capable young lady, Mrs. Karen Kelley, who edited and typed the study.

TABLE OF CONTENTS

Page

INTRODUCTION 1

Background Information on the Study 1
Purpose of the Study 2
Objectives 3
Scope and Limitations of the Study 5
Procedure 5

SECTION I: DISTRIBUTIVE EDUCATION STATEWIDE PROGRAM EVALUATION MODEL 8

Objective (Number 14) 8
Model 9

SECTION II: MEASUREMENT OF SELF-CONCEPT 10

Objective (Number 1) 10
Procedure 10
Findings and Analysis 10
Recommendations 11

SECTION III: MEASUREMENT OF WORK VALUES 15

Objective (Number 2) 15
Procedure 15
Findings 16
Analysis 16
Recommendations 16

SECTION IV: DISTRIBUTIVE EDUCATION STUDENT AND COORDINATOR EVALUATIONS 22

Objectives (Numbers 3 and 4) 22
Procedure 22
Findings 23
Analysis 23
Student Instrument 26
Coordinator Instrument and Comparison 29
Coordinator Program Evaluation Instrument 31
DECA 32
AADET 35
State Department 36
Teacher-Education 38
School Administration 40

Page

General Observations from All Instruments 41
Recommendations 42

SECTION V: OCCUPATIONAL ASSESSMENT AND REVIEW OF JOB LISTINGS 44

Objectives (Numbers 5 and 13) 44
Procedure 44
Analysis and Findings 44
Recommendations 47

SECTION VI: PROGRAM PROJECTIONS AS VIEWED BY NATIONAL LEADERS 48

Objective (Number 6) 48
Procedure 48
Findings and Analysis 48

SECTION VII: STUDENT-COORDINATOR DECA QUESTIONNAIRE 52

Objective (Number 7) 52
Procedure 52
Analysis 54
Recommendations 56

SECTION VIII: BUSINESS COMMUNITY QUESTIONNAIRE 57

Objective (Number 8) 57
Procedure 57
Findings 57
Overall Categories 57
Human Relations Category 60
Merchandising Category 60
Salesmanship and Merchandise Information Category . 62
Business Organization and Ownership Category . . . 65
Merchandising Math Category 67
Sales Promotion Category 67
Economics of Distribution Category 70
Advertising Category 72
Business Services Category 72
Visual Merchandising Category 75
Businessmen's Comments 75
Analysis of Businessmen's Data 77
Recommendations 80

Page

SECTION IX: REVIEW OF OCCUPATIONAL TITLES WITHIN MARKETING CLUSTER 83

Objectives (Numbers 9, 10, 11, and 12) 83
Procedure. 83
Findings and Analysis. 84
Recommendations. 90

BIBLIOGRAPHY. 92

APPENDIXES. 95

Appendix A: Self-Concept Inventory. 96
Appendix B: Work Values Survey. 105
Appendix C: Distributive Education Student Program Evaluation 109
Appendix D: Distributive Education Coordinator Program Evaluation 113
Appendix E: Distributive Education Coordinator Program Improvement Questionnaire. . .119
Appendix F: DECA Questionnaire. 128
Appendix G: Business Community Questionnaire. 141

TABLE OF TABLES

Table		Page
1	Self-Concept: Distributive Education Vocational. . . .	12
2	Self-Concept: Non-Vocational	13
3	Student Work Values Inventory	17
4	Business Representative Work Values Inventory	19
5	Distributive Education High School Student Instrument .	24
6	Businessmen Rankings of Importance of Ten Overall Categories in a High School Distributive Education Program	59
7	Rankings by Businessmen of Sub-Topics of Human Relations Category.	61
8	Rankings by Businessmen of Sub-Topics of Merchandising Category.	63
9	Rankings by Businessmen of Sub-Topics of Salesmanship and Merchandise Information Category . . .	64
10	Rankings by Businessmen of Sub-Topics of Business Organization and Ownership Category.	66
11	Rankings by Businessmen of Sub-Topics of Merchandising Math Category	68
12	Rankings by Businessmen of Sub-Topics of Sales Promotion Category.	69
13	Rankings by Businessmen of Sub-Topics of Economics of Distribution Category.	71
14	Rankings by Businessmen of Sub-Topics of Advertising Category.	73
15	Rankings by Businessmen of Sub-Topics of Business Services Category.	74
16	Rankings by Businessmen of Sub-Topics of Visual Merchandising Category	76
17	Employment Opportunities Related to Vocational Education Programs: Labor Demand and Supply Summary. .	91

INTRODUCTION

BACKGROUND INFORMATION ON THE STUDY

The Distributive Education program has been in existence in Arizona since 1957. Since that time there have not been any radical changes made in the content taught or in the program organization and operation. During the same period, many changes have occurred in the field of marketing and distribution and in the social and business environment. According to the October 1973 AVA Journal, curriculum has become one of the dominant themes in vocational education today. "Most teachers and administrators have been so preoccupied with resolving everyday crises they have tended to ignore the demands of curriculum development and management," according to an article by Patrick Weagraff in the October 1973 issue of the AVA Journal.

With the continued emphasis on performance goals and performance based instruction, it is imperative that teachers of all vocational subjects not only know what they should be teaching but also be able to defend the time spent by their students in the vocational classroom. This study examines the total high school Distributive Education program in Arizona to see whether the program as now designed is meeting the needs of those students who have career goals in marketing and distribution. It operationally defines the occupational parameters of the marketing/distribution cluster and describes the "screening procedures model" which can

be used to identify occupations which may fit within these parameters.

PURPOSE OF THE STUDY

Our purpose was to develop a model and to apply this model to a state-wide evaluation of the Distributive Education program in Arizona. Distributive Education cooperative programs began in Arizona in 1957. At that time Distributive Education was the only vocational education program that utilized the cooperative method. National legislation in 1963 allowed Distributive Education programs to expand and utilize the project plan for training as well as the cooperative plan. During the next few years, many other occupational programs utilizing the cooperative plan came into being. Career education programs are now being implemented that recommend that all students have work experience. A re-evaluation of the total Distributive Education program, including the cooperative and project plans of instruction, was needed.

Questions answered by this study were:

1. Are we accomplishing the purpose of the program?
2. Is the instructional program competency based?
3. What are the current needs of the industry?
4. Are we preparing people for the right jobs?
5. Are we teaching the right content to accomplish our objectives?
6. Do we know the needs of today's students?
7. What are the job needs both short-range and long-range?

OBJECTIVES

1. Survey all Distributive Education students in the state of Arizona to determine their self-concept, and this will be compared with the self-concepts of non-vocational students.

2. Survey all Distributive Education students in Arizona to determine their work values, and these work values will be compared with value satisfactions as identified by employed workers in the field of marketing and distribution.

3. All Distributive Education students in Arizona will be surveyed to determine their evaluation of the current Distributive Education program, its objectives, and its achievements.

4. All teacher-coordinators in the state will be surveyed to determine their evaluation of the current Distributive Education program, its objectives, and its achievements. The two surveys will be compared to see if the perceptions of the coordinators and the students are the same. Another analysis will be run to determine if the Distributive Education program objectives in Arizona are identical to the perceptions of the two groups.

5. An occupational assessment of the marketing/distribution cluster will be conducted. The results will be compared with the needs as determined by the Department of Economic Security.

6. National leaders in the field of Distributive Education will be surveyed to determine not only current status but need for change and projections for the future in organization and administration of the Distributive Education program.

7. The objectives and outcomes of the DECA club program

will be carefully analyzed to determine its effectiveness and/or need for modifying direction and emphasis.

8. Representatives of the business community will be surveyed for input regarding curriculum content, performance levels, and identification of occupations to be included in the cluster.

9. Review occupations in the present marketing cluster.

10. Screen DOT to identify job titles satisfying the parameters of this occupational cluster.

11. Screen the USOE classification system to identify additional job titles.

12. Review the identified titles with the Director of Marketing/Distributive Occupations at the Arizona Department of Education.

13. Review the identified titles with an industrial advisory committee composed of representatives of the major occupational families identified within the occupational listings to identify omissions and/or inappropriate inclusions.

14. Develop a model for operationally defining the occupational parameters of this cluster, as well as identifying occupations which may fit within these parameters.

As a result of the information gathered from the above, we will be able to determine whether an adequate amount of time is being spent both in instructional content and methodology on individual career development for the students and whether we are meeting the objectives and purposes of the entire program,

as well as those of the occupational cluster.

As a result of this study, the design of the model used will be appropriate to evaluate any vocational program in the state of Arizona.

SCOPE AND LIMITATIONS OF THE STUDY

The population used in the study is limited to the secondary Distributive Education program in Arizona. In most cases a stratified sampling technique was used to insure that all elements of the program were represented; i. e., different socio-economic levels, small communities and large metropolitan areas, geographic distribution, etc. The results of the study and its validity are dependent directly upon the validity of the input of data of the students and coordinators. Some variations may occur because of variations in procedure and differences in relationships between coordinators and their students.

Even though the sampling was adequate to give the study reliability, it was difficult to get responses from the entire sample. Working within the constraints of the budget, it was not possible to go into some of the depth that may have been desirable.

PROCEDURE

Survey instruments were developed or selected to measure and complete the objectives as stated. For example, the objective to determine work values of students in Distributive Education was measured by Super's Work Values Inventory. (Complete information

on this inventory and how it was administered and utilized appears on Page 7. Although examples of other instruments are not attached, the procedure for each was the same as the one detailed and attached here. All instruments appear in the Appendix.

Procedures utilized for each of the objectives will be included as the results of each objective are discussed in the report. The evaluation model designed to accomplish the objectives of the study follows in Section I.

A Survey to Determine the Work Values of Cooperative Distributive Education Students in Arizona

Statement of Purpose

The purpose of this survey is to determine to what extent cooperative Distributive Education students in Arizona are selecting a career goal in marketing and distribution which is in accord with the satisfactions or values they are seeking in work.

Questions to Be Answered

1. To what degree do cooperative Distributive Education students hold the values specified in Donald Super's Work Values Inventory?

2. To what degree do occupational workers in the field of marketing and distribution hold the values specified in Donald Super's Work Values Inventory?

3. How closely do the work values of cooperative Distributive Education students correspond with the work values of occupational workers in their career goals in marketing and distribution?

Outcomes

1. Will know specifically what cooperative Distributive Education students are seeking in work.

2. Will know specifically what occupational workers in marketing and distribution are seeking in their work.

3. Will know how closely the work values of cooperative Distributive Education students match the work values of workers in their chosen career goal in marketing and distribution.

Significance

This knowledge will aid the student and the coordinator to clarify goals and to determine the appropriateness of Distributive Education training. Knowing the work values which motivate cooperative Distributive Education students, and having information concerning the values which occupational workers in marketing and distribution are seeking, provides an important basis for career-oriented decision making.

SECTION I

DISTRIBUTIVE EDUCATION
STATEWIDE PROGRAM EVALUATION MODEL

OBJECTIVE (Number 14)

Develop a model for operationally defining the occupational parameters of this cluster, as well as identifying occupations which may fit within these parameters.

1. Identify goals, purposes, and objectives of the program to be evaluated and the objectives of the evaluation.

2. Develop measurement criteria and design instruments to collect and measure needed data.

3. Determine a valid sampling technique and collect data.

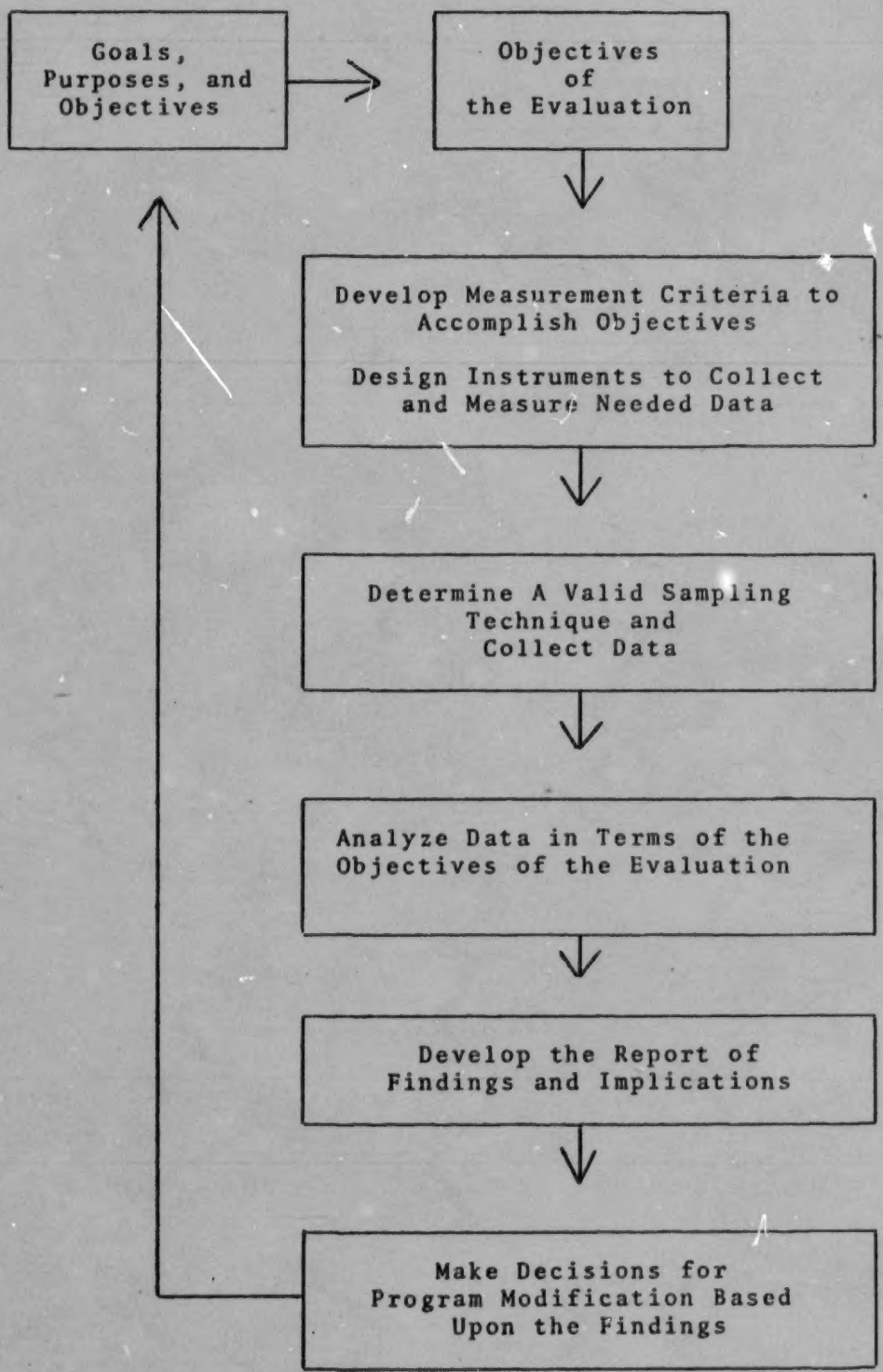
4. Analyze data in terms of the objectives of the evaluation.

5. Develop the report of findings and implications.

6. Make decisions for program modification based upon the findings.

M O D E L

Distributive Education Program


Goals, Purposes, and Objectives
Objectives of the Evaluation
Develop Measurement Criteria to Accomplish Objectives
Design Instruments to Collect and Measure Needed Data
Determine A Valid Sampling Technique and Collect Data
Analyze Data in Terms of the Objectives of the Evaluation
Develop the Report of Findings and Implications
Make Decisions for Program Modification Based Upon the Findings

SECTION II

MEASUREMENT OF SELF-CONCEPTS

OBJECTIVE (Number 1)

Survey all Distributive Education students in the state of Arizona to determine their self-concept, and this will be compared with the self-concepts of non-vocational students.

PROCEDURE

The self-concept instrument was administered to a stratified sampling of Arizona high school Distributive Education students. The same instrument was also administered to a class of non-vocational seniors in the same schools. (The instrument appears in Appendix)

The purpose was to investigate unique characteristics of those students enrolled in vocational classes. Particular emphasis was given to ways that students enrolled in vocational classes were alike or different when compared to non-vocational students on the characteristics of intelligence, academic achievement, socio-economic status, self-concept of academic ability, self-concept of vocational ability, perceived parents' evaluations of academic ability, perceived friends' evaluations of academic ability, perceived teachers' evaluations of academic ability, sex, and place of residence.

FINDINGS AND ANALYSIS

The two groups, vocational Distributive Education and

non-vocational, were more similar than different. However, the only differences that might have significant implications are as follows:

1. In responding to the questions regarding the perceived ability of the student to complete college, the non-vocational students responded more positively.

2. The non-vocational students also indicated they perceived themselves to more likely complete education beyond four years of college. The Distributive Education vocational students were less positive of this.

3. Even in the category measuring responses to vocational ability, the non-vocational students seemed to reflect a greater degree of self-confidence.

4. The non-vocational students perceived themselves in professional roles such as doctors, lawyers, college professors, etc. much more readily than did the Distributive Education vocational students. These same non-vocational students supported their perception by indicating that their parents also perceived them in this category.

Specific responses to each question are provided in Tables 1 and 2.

RECOMMENDATIONS

1. The findings appear to support our program philosophy regarding student selection.

Table 1

Self-Concept
Distributive Education Vocational

	Number of Responses				
	a	b	c	d	e*
1.	10	78	104	5	0
2.	11	73	113	7	0
3.	12	83	104	7	0
4.	74	90	29	7	4
5.	11	41	108	19	4
6.	39	61	69	32	14
7.	15	118	65	3	0
8.	81	104	18	2	0
1.	64	105	31	3	1
2.	38	92	78	0	0
3.	105	79	19	0	0
4.	116	74	13	2	0
5.	99	81	23	0	1
6.	79	93	33	0	0
7.	45	75	63	9	6
8.	29	52	59	18	40
1.	36	87	65	13	3
2.	32	81	76	13	1
3.	94	71	27	11	1
4.	63	59	50	21	8
5.	102	80	18	2	0
1.	20	104	76	1	1
2.	23	88	86	5	0
3.	54	106	31	9	0
4.	42	86	51	17	5
5.	72	108	19	3	1
1.	21	93	80	8	0
2.	19	91	99	4	0
3.	57	92	44	6	2
4.	42	89	58	12	3
5.	74	102	22	2	0

* Refer to Self-Concept Inventory in Appendix for response choices

Table 2

Self-Concept
Non-Vocational

	Number of Responses				
	a	b	c	d	e*
1.	9	95	114	4	1
2.	26	78	116	7	1
3.	33	77	100	9	3
4.	100	72	37	13	3
5.	14	65	116	20	8
6.	64	58	52	29	21
7.	19	145	57	3	1
8.	102	99	24	1	2
1.	91	115	16	2	2
2.	40	103	77	0	0
3.	112	96	16	0	0
4.	134	73	9	0	0
5.	112	78	33	1	0
6.	78	108	35	2	1
7.	37	78	89	11	5
8.	36	51	75	21	38
1.	50	100	64	8	2
2.	43	95	75	5	4
3.	127	62	19	10	4
4.	101	60	38	16	12
5.	128	77	20	7	3
1.	35	117	63	5	3
2.	37	98	82	3	2
3.	79	95	33	6	4
4.	69	77	45	15	9
5.	97	85	30	6	3
1.	29	90	88	11	5
2.	32	81	94	10	5
3.	71	103	36	6	8
4.	53	87	61	13	10
5.	87	85	36	7	4

* Refer to Self-Concept Inventory in Appendix for response choices

2. The findings also indicate perhaps a need for more time spent in building self-confidence within the Distributive Education student and perhaps more time spent in planned career development.

SECTION III

MEASUREMENT OF WORK VALUES

OBJECTIVE (Number 2)

Survey all Distributive Education secondary students in Arizona to determine their work values, and these work values will be compared with value satisfactions as identified by employed workers in the fields of marketing and distribution.

PROCEDURE

In administering the work values inventory, the primary concern was two-fold: (1) to determine what work values were perceived to be the most important to Distributive Education students, and (2) to determine whether jobs within the marketing and distribution cluster would satisfy those work values. Businessmen representing the cluster were asked to respond to the same instrument, but were asked to respond from the position of value satisfaction from jobs within the marketing and distribution cluster as perceived by them.

The businesses selected to represent the marketing cluster are as follows:

1. Sears
2. Ledbetter (Wholesaler)
3. Desert Schools Federal Credit Union (Banking-Finance)
4. Starrett's (Specialty Women's Apparel)
5. Red Carpet (Real Estate Sales)

6. Arizona Electric League (Trade Association)
7. Wards (Department Store)
8. Lad T' Dad (Specialty Men's Apparel)
9. Arizona Retailers Association (Trade Association)
10. O'Malley (Building Materials)

Respondents were encouraged to examine the entire industry their businesses represent and to confirm their responses to the instrument with their colleagues.

FINDINGS

See Tables 3 and 4.

ANALYSIS

1. Surprisingly, the study shows a very strong correlation between values considered to be important by Distributive Education students and value satisfactions to be gained from jobs within the marketing and distribution cluster as perceived by businessmen.

2. The study indicates that the work values of Distributive Education students correspond generally with the work values of occupational workers in the marketing and distribution cluster.

3. If Distributive Education students in the sample continue to pursue a career in marketing and distribution, the study indicates that a career in this field should satisfy their work value needs.

RECOMMENDATIONS

If further information is desirable, each element of the

Table 3

Student Work Values Inventory

Ranked in Order of Importance	I	U*
Work in which you...**		
19....are sure of always having a job.	194	9
13....get the feeling of having done a good day's work.	192	4
30....feel you have helped another person.	191	3
5....have freedom in your own area.	190	8
17....know by the results when you've done a good job.	190	7
10....can be the kind of person you would like to be.	190	7
44....see the results of your efforts.	190	4
42....are sure of another job in the company if your present job ends.	189	13
18....have a boss who is reasonable.	189	7
2....help others.	188	8
11....have a boss who gives you a square deal.	187	11
12....like the setting in which your job is done.	187	10
36....have a good place in which to work (good lighting, quiet, clean, enough space, etc.)	187	5
39....are paid enough to live right.	187	7
43....have a supervisor who is considerate.	187	7
35....lead the kind of life you most enjoy.	186	5
27....form friendships with your fellow employees.	186	6
21....make your own decisions.	186	10
9....know your job will last.	185	12
26....have a way of life, while not on the job, that you like.	185	6
38....need to be mentally alert.	185	7
22....have pay increases that keep up with the cost of living.	184	8
4....look forward to changes in your job.	184	15
3....can get a raise.	183	13
15....try out new ideas and suggestions.	183	13
1....have to keep solving new problems.	182	15
23....are mentally challenged.	181	12
24....use leadership abilities.	181	13
31....add to the well-being of other people.	181	8
32....do many different things.	178	14
34....have good contacts with fellow workers.	178	10
28....know that others consider your work important.	178	15
45....contribute new ideas.	177	15

25....have adequate lounge, toilet, and other facilities.	177	12
29....do not do the same thing all the time.	174	18
6....gain prestige in your field.	171	26
33....are looked up to by others.	162	29
20....add beauty to the world.	155	38
37....plan and organize the work of others.	149	45
41....make attractive products.	148	40
40....are your own boss.	144	52
14....have authority over others.	124	74
7....need to have artistic ability.	115	81
8....are one of the gang.	104	93

* I = Important
  U = Unimportant

** See questionnaire in Appendix

Table 4

Business Representative Work Values Inventory

Ranked in Order of Importance	I	U*
Work in which you...**		
1....have to keep solving new problems.	10	0
2....help others.	10	0
5....have freedom in your own area.	10	0
6....gain prestige in your field.	10	0
9....know your job will last.	10	0
10....can be the kind of person you would like to be.	10	0
11....have a boss who gives you a square deal.	10	0
12....like the setting in which your job is done.	10	0
13....get the feeling of having done a good day's work.	10	0
14....have authority over others.	10	0
15....try out new ideas and suggestions.	10	0
16....create something new.	10	0
17....know by the results when you've done a good job.	10	0
18....have a boss who is reasonable.	10	0
19....are sure of always having a job.	10	0
21....make your own decisions.	10	0
22....have pay increases that keep up with the cost of living.	10	0
23....are mentally challenged.	10	0
24....use leadership abilities.	10	0
26....have a way of life, while not on the job, that you like.	10	0
27....form friendships with your fellow employees.	10	0
28....know that others consider your work important.	10	0
29....do not do the same thing all the time.	10	0
32....do many different things.	10	0
34....have good contacts with fellow workers.	10	0
35....lead the kind of life you most enjoy.	10	0
36....have a good place in which to work (good lighting, quiet, clean, enough space, etc.)	10	0
38....need to be mentally alert.	10	0
39....are paid enough to live right.	10	0
43....have a supervisor who is considerate.	10	0
44....see the results of your efforts.	10	0
45....contribute new ideas.	10	0
3....get a raise.	9	1
4....look forward to changes in your job.	9	1

31....add to the well-being of other people.	9	1
33....are looked up to by others.	9	1
30....feel you have helped another person.	8	2
40....are your own boss.	8	2
42....are sure of another job in the company if your present job ends.	8	2
14....have authority over others.	8	2
37....plan and organize the work of others.	7	3
20....add beauty to the world.	6	4
25....have adequate lounge, toilet, and other facilities.	6	4
41....make attractive products.	6	4
7....need to have artistic ability.	5	5
8....are one of the gang.	2	8

---

* I = Important
  U = Unimportant

** See questionnaire in Appendix

cluster might be researched independently and in greater depth.

SECTION IV

DISTRIBUTIVE EDUCATION
STUDENT AND COORDINATOR EVALUATIONS

OBJECTIVES (Numbers 3 and 4)

All Distributive Education students in Arizona will be surveyed to determine their evaluation of the current Distributive Education program, its objectives, and its achievements.

All teacher-coordinators in the state will be surveyed to determine their evaluation of the current Distributive Education program, its objectives, and its achievements. The two surveys will be compared to see if the perceptions of the students and the coordinators are the same. Another analysis will be run to determine if the Distributive Education program objectives in Arizona are identical to the perceptions of the two groups.

PROCEDURE

In order to effectively evaluate the secondary high school Distributive Education programs in Arizona, it was necessary to get responses from students currently enrolled in Cooperative Merchandising. Marketing students usually are not exposed to an on-the-job experience during their junior year. The instrument used to satisfy the purpose of this objective was a comprehensive questionnaire to help the students evaluate their total Distributive Education program. (See appendix for sample)

To properly satisfy the latter objective, it was necessary to administer to a sampling of Distributive Education coordinators in Arizona the identical instrument that the Distributive Education students completed. By administering the same instruments, comparisons could be made.

The results of eleven schools were analyzed in this part of the study. The eleven schools constitute a random sampling consisting of schools from both small and large communities, various social economic groups, and various geographical locations. The high schools analyzed in this section include:

Kingman	Camelback
Canyon Del Oro	Pueblo
Alhambra	Sunnyslope
Coronado	South Mountain
Globe	Mesa
Cholla	

FINDINGS

See Table 5.

ANALYSIS

Before a valid appraisal of the instruments could be made, it was decided that special emphasis would be placed on the analysis of those areas in which a total of 30 percent or more of the respondents answered "undecided," "disagree," or "strongly disagree" to the various questions of the instrument. This was determined because it was felt that when responses that tend to

Table 5

Distributive Education High School
Student Instrument

	Percentage of Responses to Each Question				
	SA	A	U	D	SD
1	23	45	21	7	4
2	21	51	19	7	2
3	21	50	20	7	2
4	24	45	20	10	1
5	20	44	24	7	5
6	20	46	20	11	3
7	16	45	22	14	3
8	26	45	20	8	1
9	24	44	22	9	1
10	33	33	23	10	1
11	22	38	25	13	2
12	32	45	15	5	3
13	23	46	20	7	4
14	14	39	31	12	4
15	14	43	25	14	4
16	22	46	23	7	2
17	23	50	19	5	3
18	32	46	11	7	4
19	33	44	13	7	3
20	23	47	23	5	2
21	31	50	10	6	3
22	22	54	14	8	2
23	17	50	22	9	2
24	19	41	23	11	6
25	20	38	31	6	5
26	24	38	28	5	5
27	27	39	23	8	3
28	31	43	15	6	5
29	15	40	31	10	4
30	10	35	33	15	5
31	14	34	26	18	8
32	25	51	16	6	2
33	15	34	25	21	5
34	19	34	25	15	7
35	20	39	23	13	5
36	24	45	21	7	3
37	25	45	21	7	2
38	21	48	21	9	1
39	20	50	18	8	4

40	28	53	12	5	2
41	26	55	15	4	1
42	25	55	14	4	2
43	19	45	23	8	5
44	19	49	19	10	3
45	26	48	15	7	4

* See attached instrument for questions.
** SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

be negative are reaching one-third of the total responses close evaluation should take place.

Student Instrument

The statistics show that generally most students show a positive attitude toward the Distributive Education program in Arizona. The instrument was divided into several classifications concerning the Distributive Education program for closer evaluation. They include:

1. Related Class: Teacher and Curriculum
2. Student Needs and Attitudes
3. On-the-job Work Experience
4. DECA

Students felt that they were receiving training in planning, pricing, promoting, distributing, buying, advertising, and selling of goods and services which they thought helped them as employees in the field of marketing and distribution. Most students across the state indicated that they experienced a simulated job interview and sales presentation to further aid them in preparing themselves as effective employees. Most Distributive Education programs also seemed to be teaching students that they have moral responsibilities to their employers. Students seemed to be generally satisfied with methods of instruction and indicated that films, film strips, records, and other audio-visual aids had been helpful in their learning of the subject matter.

Other positive aspects to the Distributive Education

program include understandings of why business exists, consumer spending in connection with business success, and competition among businesses in the field of marketing and distribution. In addition, students seemed to think that the Distributive Education program helped them to see that businesses have responsibilities to society -- such as providing jobs to people regardless of race, color, or creed. Overall, students in Distributive Education programs in Arizona felt they were improving their skills and thereby making themselves more efficient employees in the field of marketing and distribution.

There were several areas with a higher degree of uncertain and negative responses which should be observed. These observations could lead to possible improvement of Distributive Education programs in Arizona:

1. A large percentage of students have not been keeping adequate records indicating the progress and skills they have achieved while enrolled in a Distributive Education program. This would probably indicate that many programs are not using training plans or training profiles to enhance the students' on-the-job experiences.

In addition, a high percentage (52 percent) were not sure or had not been advised regularly concerning their progress in achieving their career goal. Probably increased individualized instruction and guidance would be desirable to help correct this.

Many students (53 percent) felt uncertain or did not feel that the Distributive Education program was providing them adequate guidance in planning their formal education in school.

2. Many students were exceeding a 40-hour-a-week work schedule which seemed to be interfering with some students' grades and personal time.

3. Many students thought that not enough time was spent in the related class with problems they had connected with their employment. Consequently a high percentage of students (39 percent) were not certain or thought the related class was not providing skills that they felt they needed for their jobs. This would indicate that curriculum for the related class possibly needs revision or should be closely studied in the future.

4. Career interests or career goals are important to the Distributive Education programs in Arizona. Many students felt their on-the-job experience was not providing them experience connected with their career goals. This would indicate that many students either do not have a career goal in the field of marketing and distribution or more likely are not sure of their career interests at such an early age.

5. Forty-seven percent of those surveyed felt

either they were not sure or did not feel the Distributive Education program helped them value the American system of democracy and free enterprise.

6. Many students also felt that their program did not provide them adequate equipment and supplies in the classroom which were helpful in learning. Yet the students were more positive concerning the use of films, film strips, records, and other audio-visual aids which they felt their Distributive Education program provided them.

7. There were several questions pertaining to DECA, although the majority of the evaluation of DECA will take place in discussion of another objective later in the study. The students responding to the instrument felt DECA was helpful in teaching the value of working together. On the other hand, it was found that 40 percent of the students were unsure or felt the DECA activities did not further develop skills that they normally learned on the job. In addition, many students (34 percent) were not sure or felt attending local, regional, and state conferences had not helped them socially.

Coordinator Instrument and Comparison

Since the same questionnaire given to the high school

students was answered by the Distributive Education coordinators, comparisons can be made between the two groups. Generally, the coordinators had positive reactions to operation of their respective Distributive Education programs. However, observations shown by the results of the questionnaire indicated that there were several areas of concern. An overall observation was that many of the areas of possible weaknesses, as expressed by the Distributive Education students, were also indicated to be weak by the Distributive Education coordinators. They include:

1. There was some question as to whether the students had been helped through the Distributive Education program to value more the American system of democracy and free enterprise.

2. Coordinators also indicated a weakness in providing regular advisement to students regarding their career goals. In addition, there seemed to be some evidence that the Distributive Education program did not provide enough guidance and planning for a formal education in school. Along the same line of thought, some coordinators felt some weakness in keeping adequate records along with students concerning progress and skills students had achieved in connection with their on-the-job experiences.

3. In the area of career goals, coordinators felt some reservations as to whether students saw the value of getting specialized training for jobs

in marketing and distribution. There were also some feelings of uncertainty as to whether or not some students were in jobs relating to their career goals. Finally, some coordinators questioned were not sure whether the Distributive Education program helped their students to decide whether they were really capable of meeting their career goals in marketing and distribution.

4. The results indicated that 40 percent of the coordinators felt they did not have adequate equipment and supplies in the classroom which were helpful in learning. The use of films, film strips, and other audio-visual equipment was also listed as a possible weakness by the coordinators questioned.

5. Some Distributive Education coordinators felt uncertain as to whether the Distributive Education program helped students see the civic and moral responsibilities of businesses.

6. Finally, several coordinators questioned whether participation in DECA activities developed their students' skills any further than normal on-the-job learning.

Coordinator Program Evaluation Instrument

A program evaluation questionnaire with open-ended questions was distributed to Distributive Education coordinators to obtain greater perspective concerning their

reactions to questions in five areas of concern to Distributive Education in Arizona. These areas are: (1) DECA, (2) AADET, (3) the State Department, (4) Teacher-Education, and (5) School Administration. Each of these topics will be reported on by sections. (For coordinator demographics see Page 33.)

DECA (Distributive Education Clubs of America)

The first question asked: "Do you feel DECA is necessary in accomplishing the overall educational objectives of the high school Distributive Education program? Why?" Eighty percent of the teacher-coordinators responded in the affirmative, and 20 percent in the negative. Reasons given in support of DECA included 40 percent indicating that DECA provided an avenue for competition among the youths. Twenty percent responded that it helped fulfill the social need of the students. Twenty percent listed motivation and leadership, and 10 percent responded that DECA provided good public relations. A 10 percent negative response clarified that DECA wasn't accomplishing its educational objectives because of student apathy.

Question Two asked: "Which phase of DECA was the most beneficial to the Distributive Education students in their learning about marketing and distribution?" Ninety percent of the respondents indicated the peer competition to be the most beneficial activity to DECA students. Forty percent mentioned the involvement of DECA with local businessmen. Twenty percent listed DECA conferences; and 10 percent responded to each of the following: social, fund raising, planning and execution

DATA FROM COORDINATOR GENERAL INFORMATION SHEETS

Eleven Distributive Education coordinators throughout the state of Arizona returned questionnaires and general information sheets. From these sheets it was possible to determine characteristics of those coordinators and their high school programs.

The average Distributive Education teacher-coordinator in the sample has taught for 5.7 years. The longest in terms of experience was fifteen years, and two coordinators indicated that they were in their first year of teaching.

Of the Distributive Education programs surveyed, the average length of time for the school to have had its cooperative Distributive Education program was 9.5 years. The newest program started four years ago, and the oldest program has been in existence for fifteen years.

Ten high schools offered a cooperative Office Education (COE) program in addition to Distributive Education. Seven HERO programs and six ICE programs were also in existence at the surveyed schools. One school also had a cooperative Special Education program, and one school listed a cooperative Child Care program.

The average size of the high schools surveyed was 2,049: the range extended from 3,100 to 943 students. The average enrollment of cooperative Distributive Education programs as of December 1974 was 22 students. Eleven schools had a total of thirteen cooperative classes with one school in Phoenix having three separate classes.

of activities, and the total DECA program.

The third question tried to ascertain which activities were least desirable to the teacher-coordinator and why. Fifty percent of the coordinators responded to fund raising, while 20 percent responded to each of manuals, conferences, and club activities other than contests. One coordinator listed national dues.

Question Four in the DECA section asked the coordinators how they related or included DECA activities into their instructional programs. Ninety percent of the coordinators responded that DECA in their programs was co-curricular. Thirty percent stated that they used some class time, while one coordinator said no class time was used.

The final question in this section asked the coordinators to give suggestions for improvement of DECA activities as they related to their Distributive Education programs. Forty percent felt that an improvement of competitive events was necessary. One of these suggested adding a parliamentary procedure contest, and another person suggested adding an open ceremony contest. Sixty percent of the coordinators indicated that more student involvement was needed. Thirty percent suggested better communication with the State Department. Financial support was suggested by 20 percent. One of these was critical of local chapters financially supporting the State Department. The other person suggested the programs needed more money. It was also suggested that a better coordinator handbook be available for

teacher-coordinators. A response was given suggesting a revision of the Fall Conference, and two felt geographic restructuring was needed.

AADET (Arizona Association of Distributive Education Teachers)

The first question in the AADET section asked: "Do you feel there is a need for a professional organization for Distributive Education teachers in the state of Arizona?" All ten respondents to this question responded in the affirmative.

When asked what coordinators saw as the role of AADET, 40 percent responded communication among members, and 40 percent also indicated articulation to the State Department. Thirty percent of the coordinators felt AADET should help improve Distributive Education and DECA. Twenty percent saw it as a lobby group. Ten percent response was given to each of the following: service to members, support state problems, monitor policy changes, research, curriculum planning, professional conferences, and acting as a decision-making group.

The third question asked if the coordinator was satisfied or dissatisfied with the present role of AADET. Eighty percent felt they were satisfied, while one person was dissatisfied. One other person wasn't sure. Two reasons for dissatisfaction were given: (1) lack of participation, and (2) group possessed no authority.

When asked if the coordinators felt there was adequate communication among AADET members, 40 percent responded "yes," and 50 percent responded "no." Reasons for a "no" response

were as follows: (1) need more time for coordinators to fraternize, (2) the group doesn't meet often enough, (3) outlying communities are not involved enough, and (4) a distance problem -- the meetings are too short to make the trip worthwhile.

The fifth question asked for suggestions for improvement of AADET's role for Distributive Education coordinators in Arizona. Fifty percent responded that stronger leadership was needed. Other responses given were: more involvement from members, need a regional newsletter, avoidance of centralizing all the officers in the Phoenix area, rotation of workshop locations, more mini-meetings and/or workshops, and the president of AADET should work with the State Department as a co-leader.

State Department

Questions in this section concerning the relationship between teacher-coordinators and the State Department started by asking: "What do you see as the role of the State Department of Education in connection with your local Distributive Education program?" Fifty percent of the coordinators felt that the role was primarily one of lending expertise. Another common response was similar -- supporting the local coordinator. Thirty percent indicated the State Department's role was that of guidance and advice. A number of diverse responses were also offered, among them: a tool of the local program, better public relations, curriculum help, communication, provide professional conferences, provide instructional materials, and define

the philosophy.

The second question asked whether the teacher-coordinator was satisfied or dissatisfied with the current role of the State Department of Education. A number of coordinators did not respond to this question. Of those responding a relatively small percentage indicated total satisfaction. About 50 percent of those responding expressed dissatisfaction. Reasons for dissatisfaction included a lack of communication, lack of strong leadership, and the feeling that members of the State Department of Education were too far removed from the classroom to be of major assistance to the teacher-coordinators.

When the teacher-coordinators were asked if they felt there was adequate communication between the State Department and the coordinator, 60 percent responded negatively, 20 percent were affirmative, and 20 percent answered, "most of the time." Reasons given for the lack of communication were that a hostility seemed to exist between coordinators and the State Department. Another person responded that there was too much pressure to "perform" at conferences with no emphasis placed on what actually happened in the classroom. Another coordinator said that he had not had a visitor come from the State Department to his classroom for eight or nine years.

The fourth question in this section was concerned with whether the coordinators felt pressures from the State Department concerning the operation of their programs. Twenty percent responded "yes," while eighty percent responded "no." One persen said there was pressure in the HERO program, however.

The last question in this section asked for suggestions from the coordinators for improvement of the State Department's role as it related to the operation of the Distributive Education program. The most frequently occurring response said the coordinators would like to see a person from the State Department visit them once in awhile other than in connection with a DECA activity. Another suggestion was that members of the State Department should listen to and consider coordinator suggestions. Other responses included placing less emphasis on DECA and more on Distributive Education, more curriculum ideas, more promotion of Distributive Education, providing media for instructors to use, and improving working relationships with all administrators.

Teacher-Education

The first question in the Teacher-Education section asked: "How could the role of the teacher-educator be of more service to you (the coordinator)?" Sixty percent responded that more "in service" types of activities, such as seminars, should be available. Twenty percent asked for more methodology training and curriculum ideas. Another suggestion was that Distributive Education college students should be more active in DECA. Another suggestion was that a para-professional program using prospective coordinators be instituted. Thirty percent of the coordinators were satisfied with things the way they were and just wanted them to continue as they were.

The second question in this section asked if there was adequate communication between teacher-educators and

teacher-coordinators. Fifty percent answered "yes," 20 percent answered "no," and 20 percent said it was "okay." One person felt communication fluctuated greatly -- sometimes it was good, and sometimes it was not. A suggestion for improvement included having regional meetings of coordinators and teacher-educators two or three times a year.

All respondents answered "yes" when asked if they would like to see more "in service" workshops provided. Suggested topics included the following: sharing and creating classroom materials and games, empathy, management techniques for coordinators, curriculum development workshops, and a workshop on how to develop training stations. One person suggested these workshops should include only "experienced" coordinators so that they would be of more value. Two individuals (20 percent) suggested that the seminars or workshops should be similar to the ones promoted by the Ad Club.

Again all respondents answered "yes" when asked if they would like to see more professional Distributive Education courses offered by the universities. Suggestions included an advanced techniques course and a DECA activities course.

Suggestions for improvement of the teacher-coordinator function included more public relations, being more careful with the student teaching experience, more visiting of schools, more management systems, a teacher self-evaluation program, and more involvement with Distributive Education coordinators and their programs. One suggestion stated that there was a need

to have a Distributive Education contact at Northern Arizona University in Flagstaff.

School Administration

The final section started off by asking what the coordinators saw as the role of the school administration to their program. Most of the responses indicated the school administration was supportive and cooperative. Assistance to the program was shown with financial assistance, released time for the coordinator to attend professional activities, planning assistance, and assistance in recruiting students for the program.

Suggestions on how this relationship could be improved included including the school administration in more Distributive Education and DECA activities, informing the administrators more about the program, and receiving more flexibility for the DECA program.

Question Three asked if the coordinators felt the administration understood the program, and if it strongly supported it. All but one respondent (90 percent) answered "yes" to both questions. One person felt it wasn't supported as well as it should be, and others felt academics or athletics still were given more support than the Distributive Education program.

When asked how this could be improved, 20 percent suggested that more public relations was needed. Another coordinator felt more flexibility was needed for DECA and the coordinator. Other suggestions included informing the school administrators of the minimum requirements of the Distributive Education program,

inclusion of school administrators in policy formulation meetings, and visitation by State Department staff to the school administrators to request their support for the program.

The final question asked what changes the teacher-coordinator would like to see in the place that their program held within the school environment. Twenty percent responded that more knowledge about Distributive Education was needed by other teachers and non-Distributive Education students. Other suggestions included doing more recruiting of underclassmen and using a marketing class as a feeder class to the Distributive Education program. One person responded that credit for Work Experience has weakened the role of Distributive Education and that this should be changed.

GENERAL OBSERVATIONS FROM ALL INSTRUMENTS

1. A large percentage of students and coordinators indicated that they were not aware of the fact that the free enterprise system and its concepts were being taught.

2. Student responses indicated a weakness in records of accomplishment; i. e., the use of training plans, training agreements, profiles, and the like. In other words, they had no record of competency development.

3. Students indicated that the related class did not address itself to on-the-job problems. They also indicated that counseling by the coordinator was

not adequate.

4. In answer to the question: "Does the coordinator check to make certain you don't work over forty hours a week?" over 30 percent of the students said "no."

The Arizona philosophy of Distributive Education as stated and agreed upon by the State Department of Distributive Education, the State Supervisor of Distributive Education, and the teacher-coordinators of Distributive Education in the state of Arizona is in agreement with the United States Office of Education policy as outlined in This We Believe in Distributive Education. It would appear that in practice some of the programs within the state high schools vary somewhat from this philosophy. It would appear that some students and coordinators in the state do not perceive the program objectives as perceived in the state philosophy.

RECOMMENDATIONS

1. Some type of State plan or guide (with suggested guidelines) should be prepared and properly communicated to high school Distributive Education coordinators across the state of Arizona. Distributive Education coordinators and teacher-educators should be included in the preparation of such a plan to provide greater unity in the Distributive Education forces in Arizona.

2. Since there were several areas of weakness indicated by both Distributive Education students and coordinators regarding the program of instruction, more workshops and/or

training sessions should be organized. These workshops could be planned by the teacher-educators, AADET, or a combination of the two groups.

3. The State Department of Education should take a greater leadership role offering guidance and advice to Distributive Education coordinators across the state.

4. Communication from the State Department of Education should be improved with more emphasis on the Distributive Education program and less emphasis on DECA.

5. AADET should take a stronger leadership role in improving communications among its members, working with the State Department of Education, and involving outlying communities more in their efforts.

6. Since both coordinators and Distributive Education students expressed a need for additional equipment and supplies in some Distributive Education classrooms across the state, vocational funds should be made available to those schools with limited facilities. School administrators and coordinators should be informed as to how to apply for additional vocational funds and about eligibility for these funds.

7. The instructional program throughout the state must reflect more accurately the purposes and objectives and the Arizona philosophy of Distributive Education.

SECTION V

OCCUPATIONAL ASSESSMENT AND REVIEW OF JOB LISTINGS

OBJECTIVES (Numbers 5 and 13)

An occupational assessment of the marketing/distribution cluster will be conducted. The results will be compared with the needs as determined by the Department of Economic Security.

Review the identified titles with an industrial advisory committee composed of representatives of the major occupational families identified within the occupational listings to identify omissions and/or inappropriate inclusions.

PROCEDURE

The occupational assessment was done as a part of objectives nine, ten, and eleven. The data collected there was utilized in researching the objectives here.

Interviews were conducted with representatives from the Arizona Department of Economic Security and business leaders identified with the major occupational families.

ANALYSIS AND FINDINGS

Because of current economic conditions and slow down in population growth, it was impossible to project accurate, meaningful needs-data based on past or present experiences.

The occupational assessment search for comparative data proved fruitless. All attempts to utilize data or input from other agencies resulted in references back to the data provided

by the Department of Economic Security. Therefore, there was no valid way to compare the projected occupational needs with those determined by the Department of Economic Security.

Data for the publications of the Department of Economic Security is taken from the 1970 Census of population. Allocations were made for those occupations not reported. Occupational change factors from "Tomorrow's Manpower Needs" were then applied. These change factors are derived from a national matrix. The data is then prepared to meet vocational educational planning requirements. As vocational areas do not always agree with census data or DOT numbers, some validity is lost in transition. Because of Arizona's rapid growth, initial estimates are discarded. Revised projections are derived from a multiple regression using Arizona's population and the nation's employment as the independent variables.

Mr. Naylor, Manpower Analyst, Department of Economic Security, stated that the entire methodology of collecting data will be changed within the next few years as they switch to a new system. They intend to integrate with the Occupational Employment Statistics Programs which will complete the transition from a labor force concept (currently being used) to a work force concept. The latter is more desirable since it reflects place-of-work rather than place-of-residence and eliminates the self-coding problems of the census.

Representatives of the major occupational families identified within the cluster were surveyed in an attempt to validate the

data as projected by the Department of Economic Security. Industries represented in the survey included hotel-lodging, softlines, food distribution and services, finance and credit, and home furnishings. They were surveyed to determine if current figures and research could be located to identify job titles within their industry and confirm data collected from the Department of Economic Security.

No evidence of organized data could be found that would have any utility for our use. For example, the Hotel Association had many figures. However, after examining their data, it was noted that their information was all compiled from the Division of Economic Security and Arizona State University Research Center. The only figures they had of their own were verbal estimates of growth projection based on city approved known hotels to be built. These included only those hotels which had already financially committed themselves and then only large chain members who were members of the Association. It did not include figures for non-members or small independents. It became obvious their figures were not going to be any more valid than the ones already available.

The Marketing Research Department of the Arizona Republic-Gazette was surveyed to find the source of the data used in their yearly publication, "Inside Phoenix." In an interview with the Marketing Department it was discovered that their figures were obtained from the Department of Economic Security. In their consumer survey they did not originate research on occupations

and growth.

RECOMMENDATIONS

1. Do nothing for the moment -- wait for the Department of Economic Security to change over to the Occupational Employment Statistics Program.

2. The State Department of Education may want to canvass a valid sample of the state businesses represented in the cluster to determine current employment figures and projected needs.

SECTION VI

PROGRAM PROJECTIONS AS VIEWED BY NATIONAL LEADERS

OBJECTIVE (Number 6)

National leaders in the field of Distributive Education will be surveyed to determine not only current status but need for change and projections for the future in organization and administration of the Distributive Education program.

PROCEDURE

The researcher personally contacted national leaders for input regarding projections for the future development of the Distributive Education program. Current speeches and writings of these leaders were also perused. Represented in this sampling were teacher-educators, State Supervisors, and leaders from the United States Office of Education.

FINDINGS AND ANALYSIS

Much national thinking would support the position that it is unrealistic for Distributive Education programs to continue the tradition of exploring general marketing concepts and functions. Students should be provided options representative of a variety of trade groups according to one national source. Others support this position for the following reasons:

1. Historically, vocational immaturity of students forced Distributive Education programs to be designed around a general merchandising curriculum offering -- the

assumption being that Distributive Education should be as much a career choosing program as a career preparing program.

With the career development movement throughout the entire educational experience career choosing becomes an integral part of the regular school program long before the student reaches the vocational program of his choice. Therefore, this position is no longer realistic.

2. With the move from global thinking at the elementary and middle school levels toward exploratory career interest development in grades nine and ten in the career education program, students should be ready for learning activities designed to bring them to threshold job skills within one or more career clusters in the Distributive Education program.

In other words, the student should have a more positive sense of direction and be ready to begin in-depth study of a specific type of marketing enterprise. Typically a Distributive Education employee then should make his start and undergo the testing of his own interests and capabilities in a specific environment. Until he has proven himself in relation to the practices of a given marketing institution, he is not ready to generalize to other types of enterprises. This line of thinking suggests that

until the Distributive Education student perceives and consciously supports through his job performance all of the functions of marketing in operation around his own work station, he has no real basis for choosing to specialize in any one of these functions.

From this vantage point then the career minded Distributive Education student-employee can opt to build on his experiences within one industrial classification, i. e. food distribution, or carry his experiences to another classification such as hotel and lodging, or pursue in depth the development of a specialized competence in one or more functions such as buying or selling.

National leaders recognize that education for work must teach workers to be flexible and responsive to change. The emergence of new values and attitudes and expectations on the part of young people force this recognition.

The option described above allows for employee flexibility as long as he has mastered the application of marketing theory in a specific enterprise. He then is ready to move horizontally or vertically.

3. The affective domain is still too often neglected in curriculum planning and in teaching methodology. More emphasis must be placed on career development patterns and decision-making activities and experiences.

4. Distributive educators have utilized the work environment as a learning laboratory for many years and have had this environment to themselves generally most of the time. With the expansion of many other educational programs into the Work Experience arena, Distributive Education people must do a better job of marketing their own product -- the Distributive Education program.

5. Distributive educators must become more sensitive to career input needs at all educational levels -- elementary, middle school, and early high school. Concepts peculiar to the marketing and distribution cluster that can be learned earlier in the educational experience must be identified and managed through the appropriate educational channels by Distributive Education personnel.

6. Greater program flexibility must be developed. Students, depending upon individual needs and occupational goals, may opt to spend one semester or two years in an occupational experience. More flexible entrances and exit points are necessary to cope with this kind of flexibility.

SECTION VII

STUDENT-COORDINATOR DECA QUESTIONNAIRE

OBJECTIVE (Number 7)

The objectives and outcomes of the DECA club program will be carefully analyzed to determine its effectiveness and/or need for modifying direction and emphasis.

PROCEDURE

An objective of vocational education is to provide the opportunity for each individual to develop to his fullest potential. It is therefore essential that the program offered in the secondary schools be based upon a philosophy and theoretical framework of involvement and participation in the selected vocational area. One of the vehicles which can be effectively utilized toward youth development is the co-curricular organizations affiliated with the vocational Distributive Education program, DECA (Distributive Education Clubs of America).

This study included student members and advisors of cooperative Distributive Education programs in the public school system of Arizona. The schools involved were those which offered Distributive Education in their high school curriculum and which also had an official local membership in DECA.

Only secondary schools affiliated with the local, state, and national organization of youth co-curricular activities in Distributive Education were included in this study. There were

fifty such chapters in the public secondary schools of Arizona in the academic year of 1973-1974. The findings must necessarily relate only to those selected schools in the state of Arizona. The schools represented in this study were diverse in their make-up, characteristics, and types.

Approximately 900 senior merchandising student members of DECA and their club advisors were administered a two-part questionnaire. Of the fifty advisors questioned, thirty-three (66 percent) chose to participate in the project. Completed questionnaires were returned by 547 students.

The names of the schools with DECA chapters were obtained from the Arizona Department of Education, Vocational and Career Education Division, State Director of Distributive Education Clubs of America, Phoenix, Arizona.

The entire population of the senior merchandising student members of the fifty statewide chapters of DECA was surveyed. The total population instead of a random sample was selected for this study because:

1. Each of the schools selected have operated for at least one full year in DECA.
2. They represent schools from the total regions of Arizona having Distributive Education programs.
3. They represent an overall view of the school systems and DECA organizations in Arizona.
4. By using the total population the smaller

will be the standard error and the greater will be the likelihood of obtaining significant results.

The questionnaire used for this study was developed by Dr. Ross T. Dailey at Michigan State University in 1969 and administered for a similar study in the state of New York in 1970.

The questionnaire used in this study was divided into two major parts. Part I of the questionnaire contained sixty-two statements relative to the functions and operations of DECA on the local level. Part II of the questionnaire contained information requested of the respondent's background school and Distributive Education program.

ANALYSIS

After a thorough telephone and mail follow-up procedure to be sure that as many chapters as possible participated in this study, the data was analyzed using the chi square test at the .05 level of significance. The collected data was analyzed by a computer and interpreted by the researchers.

An overall chi square of 41.6824 at 15 degrees of freedom was significant at the .05 level of significance. This means that the participating student members and DECA advisors feel that the objectives and outcomes of the DECA program are being met successfully. There were a number of areas reported by the students as needing improvements. Sixty-two percent of the students reported that there was not enough cooperation between the DECA clubs and the guidance personnel. Seventy-eight percent

of the students responded that an application and interview should not be necessary for admission into Distributive Education. Sixty-one percent of the students responded that they were not preparing for careers in marketing and distribution and that their career goals were undecided.

Although there was a representative return from all areas of the state, 71 percent of the chapters responding were from communities with populations in excess of 100,000 people. Fifty-five percent of the responding students were male, and the remaining 45 percent were female. Of the chapter advisors responding twenty-three (69 percent) were male and ten (31 percent) were female.

Other areas needing improvement as stated by the students and advisors included too much emphasis being placed on the competitive portion of DECA. The overall development of the student and a lesser concern for competing in DECA contests should be emphasized.

The advisors felt that there needed to be a greater amount of communication between the State Department officials and the individual DECA chapters.

Statewide objectives for DECA clubs should be spelled out in greater detail. The existing objectives are too few and too broad.

The state leadership conference should be on a rotating basis throughout the state instead of in Phoenix only. The advisors also agreed that the conference banquet and awards

ceremony was too lengthy.

RECOMMENDATIONS

Recommendations arising from this research indicate the need for implementation of a better communications network involving all levels of DECA. The students need more assistance in developing their career goals. The state objectives of DECA need to be spelled out in more detail.

SECTION VIII

BUSINESS COMMUNITY QUESTIONNAIRE

OBJECTIVE (Number 8)

Representatives of the business community will be surveyed for input regarding curriculum content, performance levels, and identification of occupations to be included in the cluster.

PROCEDURE

A stratified random sample of businessmen having an interest in Distributive Education was selected from the total population. Included in the sample were representatives from both rural and urban sectors from all geographic regions of the state of Arizona. Of the forty-five questionnaires, cover letters, and instructions for the questionnaires which were mailed, twenty-three questionnaires were returned yielding a 51 percent response rate.

Businessmen were asked to respond to three categories of information: (1) to indicate whether a task could be best learned on the job or in the classroom, (2) to rank the importance of ten overall categories germane to Distributive Education, and (3) to rank five sub-topics in each overall topic in order of their importance to the employer.

FINDINGS

Ranking of Overall Categories

In ranking the ten overall topics of a typical high school

Distributive Education program in Arizona, three topics were grouped together in importance. They were: (1) Human Relations, (2) Merchandising, and (3) Salesmanship and Merchandise Information. The fourth most important topic was Business Organization and Ownership. Data on rankings of the ten overall topics is included in Table 6.

Human Relations was ranked the most important category by nine respondents and the second most important category by five other respondents. Thus, fourteen of the twenty-three respondents (61 percent) felt that Human Relations was either the most or the next most important topic of the Distributive Education program. Merchandising, however, only received two most important rankings and four second most important rankings. However, sixteen respondents (70 percent) indicated that Merchandising was among the three most important categories. For the Salesmanship category, seven respondents ranked it first, five respondents ranked it second, and only two ranked it third in importance.

An interesting pattern of responses was noted for the Economics of Distribution category. This category was rated as the most important by three respondents, least important by four respondents, and next to least important by five others. The Visual Merchandising category was not rated as most important, and received four rankings as least important and three rankings as next to least important.

Five of the categories were ranked first at least one time:

Table 6

Data on Businessmen Rankings of Importance of Ten Overall Categories in a High School Distributive Education Program

Rank Order	Mean Value*	Overall Category
1	2.70	Human Relations
2	3.09	Merchandising
3	3.30	Salesmanship and Merchandise Information
4	5.73	Business Organization and Ownership
5	6.09	Merchandising Math
6	6.22	Sales Promotion
7	6.23	Economics of Distribution
8	6.30	Advertising
9	6.55	Business Services
10	6.87	Visual Merchandising

*The most important item was recorded as 1 and the least important item 10.

Human Relations, Merchandising, Salesmanship and Merchandise Information, Business Organization and Ownership, and Economics of Distribution.

Ranking Within Human Relations Category

Within the Human Relations category, five specific sub-topics were ranked by businessmen concerning their relative importance to the Distributive Education program. These rankings are shown in Table 7.

From this Table, it is apparent that businessmen felt the most important sub-topic of Human Relations was Communications, followed closely by Getting Along with Others. The least important sub-topic of the five listed was developing Leadership Techniques.

When asked where the businessmen felt Human Relations should be taught (classroom or on the job), 50 percent felt it was best learned both on the job and in the classroom. Only one respondent (4 1/2 percent) felt it was best learned in the classroom. The remaining 45 1/2 percent felt Human Relations was best learned on the job.

One respondent indicated the Human Relations topic should include the sub-topic Understanding, but the respondent ranked this response as being of less importance than the five items contained on the questionnaire.

Ranking Within Merchandising Category

The second most important category, according to businessmen, was Merchandising. The sub-topics and their rankings by

Table 7

Rankings by Businessmen of Sub-Topics of Human Relations Category

Rank Order	Mean Value*	Sub-Topic
1	2.07	Communications
2	2.15	Getting Along with Others
3	2.69	Motivation
4	3.69	Decision Making
5	3.92	Leadership Techniques

*The most important item was recorded as 1 and the least important item as 5.

businessmen are shown in Table 8.

Businessmen indicated that they thought Store Operations and Management was the most important portion of the Merchandising unit. Store Location, Layout, and Equipment was second followed by the unit on Receiving, Checking, and Marking Merchandise. Little importance was placed on Studying the Buying Functions and Market Research by the businessmen surveyed. One respondent indicated that a unit on Fashion Cycles was important, but not as important as the five previously mentioned. None of the respondents listed Market Research as the first or second most important sub-topics, but two respondents listed Study of the Buying Functions as the most important sub-topic.

More respondents felt that Merchandising was best learned on the job (45.4 percent) rather than both on the job and in the classroom (36.3 percent). Only 18.3 percent felt that Merchandising was best learned in the classroom.

Ranking Within Salesmanship and Merchandise Information Category

The third most important category, as listed by businessmen, was that of Salesmanship and Merchandise Information. The sub-topics and their rankings are given in Table 9.

Results of the survey of businessmen indicated that Product Knowledge and Steps in the Selling Process were considered to be the most important sub-topics of the Merchandising category. In fact, all but one respondent ranked one of these two sub-topics as the most important portion of the Salesmanship and Merchandise Information category. The other "most important" vote went to

Table 8

Rankings by Businessmen of Sub-Topics of Merchandising Category

Rank Order	Mean Value*	Sub-Topic
1	2.00	Store Operations and Management
2	2.23	Store Location, Layout, and Equipment
3	2.69	Receiving, Checking, Marking Merchandise
4	3.54	Study of the Buying Functions
5	4.38	Market Research

*The most important item was recorded as 1 and the least important item as 5.

Table 9

Rankings by Businessmen of Sub-Topics of Salesmanship and Merchandise Information Category

Rank Order	Mean Value*	Sub-Topic
1	1.73	Product Knowledge
2	2.00	Steps in Selling Process
3	3.54	Prospecting and Customer Analysis
4	3.55	Suggestion Selling
5	3.82	Sales Demonstrations and Critiques

*The most important item was recorded as 1 and the least important as 5.

the Prospecting and Customer Analysis topic. The difference in means between the Prospecting and Customer Analysis topic and the Suggestion Selling topic was very small -- .01. Most employers felt that Sales Demonstrations and Critiques was the least important of the five topics listed.

Of those surveyed, 40 percent felt Salesmanship and Merchandise Information was best learned on the job. Thirty-five percent thought it was best learned both on the job and in the classroom, while 25 percent felt the classroom was the best place.

Ranking Within Business Organization and Ownership Category

According to businessmen, the fourth most important category was Business Organization and Ownership. Rankings of the specific sub-topics for this category are listed in Table 10.

From this Table, it is noted that the mean values for the most important and least important sub-topics was only 1.23 different, suggesting that employers were not in strong agreement concerning one topic being clearly the most important. The rankings indicate, however, that Forms of Ownership was the most important sub-topic in this category with less emphasis placed on the History of Distribution and Free Enterprise.

Businessmen indicated that the Business Organization and Ownership category was best learned in the classroom. Nineteen of the twenty-two surveyed (86.5 percent) responded in favor of the classroom, while one respondent felt it was best learned on the job. Two respondents (9 percent) thought it was best

Table 10

Rankings by Businessmen of Sub-Topics of Business Organization and Ownership Category

Rank Order	Mean Value*	Sub-Topic
1	2.31	Forms of Ownership
2	2.62	Types of Retail Stores
3	2.84	Store Organization
4	3.53	Legal Aspects of Distribution
5	3.54	History of Distribution and Free Enterprise

*The most important item was recorded as 1 and the least important as 5.

learned on the job and in the classroom.

Ranking Within Merchandising Math Category

The fifth most important category was Merchandising Math. Businessmen's rankings of this category are contained in Table 11.

In the Merchandising Math category, employers were very definite about which sub-topic they felt was the most important -- Basic Arithmetic. Nine of the thirteen responders ranked this item as first in importance. The second most important sub-topic was Cash Register Training followed by a closely related topic -- Making Change. The least important topic was Inventory Control which was ranked last eight of the thirteen times.

Businessmen were approximately evenly divided concerning where Merchandising Math was best learned. Seven (31.8 percent) of the responders indicated both on the job and in the classroom, and another seven responded it was best learned on the job. Eight (36.4 percent) felt it was best learned in the classroom.

Ranking Within Sales Promotion Category

The sixth most important category, according to businessmen surveyed, was Sales Promotion. Rankings by the businessmen are listed in Table 12.

This Table shows Definition and Purpose of Sales Promotion was ranked as the most important sub-topic of the Sales Promotion category by businessmen. The second most important sub-topic was Factors in Successful Sales Promotion. Employers felt doing a sales promotion was of less importance than the four

Table 11

Rankings of Businessmen of Sub-Topics
of Merchandising Math Category

Rank Order	Mean Value	Sub-Topic
1	1.61	Basic Arithmetic
2	2.30	Cash Register Training
3	2.77	Making Change
4	3.62	Mark Up and Mark Down
5	4.00	Inventory Control

*The most important item was recorded as 1 and the least important as 5.

Table 12

Rankings by Businessmen of Sub-Topics of Sales Promotion Category

Rank Order	Mean Value*	Sub-Topic
1	1.61	Definition and Purpose
2	2.23	Factors in Successful Sales Promotion
3	2.61	Types of Sales Promotion
4	3.54	Sales Promotion Campaign
5	3.61	Do a Sales Promotion

*The most important item was recorded as 1 and the least important as 5.

remaining topics. One respondent felt a Daily On-Floor Sales Promotion Through Presentation was the third most important topic.

More than half (54.5 percent) of the businessmen thought that Sales Promotion was best learned in the classroom. Six others (27.2 percent) felt it was best accomplished both in the classroom and on the job, while only four (18.3 percent) felt it should be left to the job.

Ranking Within Economics of Distribution Category

The seventh most important category was Economics of Distribution. Rankings and mean values of businessmen for this category are given in Table 13.

According to this Table, employers felt that the Nature of the Free Enterprise System and the Laws of Supply and Demand were the two most important sub-topics, respectively, of the Economics of Distribution category. All businessmen ranked one of these two sub-topics as their most important concern of the category. Conversely, nine of the thirteen responders indicated that a Study of the Stock Market was the least important. No one indicated the Study of the Stock Market was higher than the second least important topic.

Businessmen were also in close agreement that Economics of Distribution should best be learned in the classroom. One respondent indicated both the classroom and on the job was the best, while no one felt it was best learned on the job.

Table 13

Rankings by Businessmen of Sub-Topics of Economics of Distribution Category

Rank Order	Mean Value*	Sub-Topic
1	1.38	Nature of Free Enterprise System
2	1.92	Laws of Supply and Demand
3	3.38	Business Cycles
4	3.46	Comparison of Economic Systems
5	4.69	Study of Stock Market

*The most important item was recorded as 1 and the least important item as 5.

Ranking Within Advertising Category

The eighth most important category was Advertising. Businessmen's rankings for this category are given in Table 14.

In Advertising, businessmen felt that the Purpose of Advertising was the most important of the five sub-topics. Next in importance, the businessmen wanted students to understand the Principles Involved in the Preparation of an Advertisement. All of the employers except one felt that the History of Advertising was the least important sub-topic. In fact, the businessmen's mean value of 4.85 (out of a possible 5) was the highest mean ranking on this portion of the questionnaire.

Businessmen felt strongly (81.9 percent) that Advertising was best learned in the classroom rather than on the job. Three felt that it was best learned both on the job and in the classroom, while only one felt it was best learned on the job.

Ranking Within Business Services Category

The next to least important category was Business Services. The businessmen's rankings and mean values for this category are contained in Table 15.

According to the businessmen's rankings, the most important sub-topic of the Business Services category was Credit. The second most important sub-topic was Bookkeeping. Methods of Credit Collection was indicated to be the least important sub-topic. However, all respondents except three ranked this item as next to least important. Another item not considered too important (when compared to the four other items listed)

Table 14

Ranking by Businessmen of Sub-Topics
of the Advertising Category

Rank Order	Mean Value*	Sub-Topic
1	1.69	Purpose of Advertising
2	2.23	Principles Involved in Preparing of an Ad
3	2.92	Types of Advertising Media
4	3.15	The Retailer and Advertising
5	4.85	History of Advertising

*The most important item was recorded as 1 and the least important item as 5.

Table 15

Rankings by Businessmen of Sub-Topics
of Business Services Category

Rank Order	Mean Value*	Sub-Topic
1	1.85	Credit
2	2.38	Bookkeeping
3	3.08	Banking
4	3.77	Credit Bureau
5	3.85	Methods of Collection

*The most important item was recorded as 1 and the least important item as 5.

was the Credit Bureau.

A majority of businessmen (63.7 percent) felt that items in the Business Services category were best learned in the classroom. Six employers (27.3 percent) felt it could be best learned on the job, while the remaining two (9 percent) felt it was best learned both on the job and in the classroom.

Ranking Within Visual Merchandising Category

According to the businessmen's ranking, the least important category was Visual Merchandising. Rankings for this category are shown in Table 16.

According to businessmen surveyed, the most beneficial item in the least important category was the Importance of Display followed in importance by Design Principles. The least important item, according to those surveyed, was Window Display. Six of the eleven surveyed indicated the least important sub-topic was Window Display.

Concerning the proper place to best learn elements of Visual Merchandising, no clear-cut place seemed evident. Six respondents (31.6 percent) indicated the best place was in the classroom; six also indicated both on the job and in the classroom. Seven businessmen (36.8 percent) felt that Visual Merchandising was best learned on the job.

Businessmen's Comments

Questionnaire responders were encouraged to give any further information or comments that they thought would help to make the Distributive Education program at the high school

Table 16

Rankings by Businessmen of Sub-Topics of Visual Merchandising Category

Rank Order	Mean Value*	Sub-Topic
1	1.73	Importance of Display
2	2.00	Design Principles
3	2.81	Interior Display
4	3.18	Window Display

*The most important item was recorded as 1 and the least important item as 4.

level more effective in meeting the needs of the businessmen.

One respondent felt that businessmen serving as guest speakers followed by a question-and-answer period would allow the students to help relate classroom work to the business community. Another employer felt that a real effort should be made to keep the classroom teaching as close to "what it's really like" as possible.

Another businessman felt that students needed to have a strong sense of motivation and concern for the job that they wanted combined with a desire to learn -- not just a desire to earn. Still another felt that most students were not taught the importance of personal attitude in the selling situation.

Finally, another employer criticized the program saying that students should know that Distributive Education is an educational program -- not just an easy way to get a job. He also recommended that businessmen be approached on the entire program -- not just on student placement alone.

ANALYSIS OF BUSINESSMEN'S DATA

Some categories, and sub-topics, were determined to be more important than other categories, and sub-topics. The analysis of data indicated that the following findings expressed the businessmen's viewpoints concerning a high school Distributive Education program:

1. The Human Relations category was considered to be the most important overall category of those surveyed.

2. The Merchandising category was rated second in importance by employers. Salesmanship and Merchandise Information was rated third in importance.

3. The Visual Merchandising category was rated least important by employers participating in the survey.

4. Businessmen rated the following categories as having minor importance to the high school Distributive Education program: Sales Promotion, Economics of Distribution, Advertising, and Business Services.

5. Businessmen felt that the categories on Economics of Distribution, Business Organization and Ownership, Advertising, and Sales Promotion could be best learned in the classroom.

6. Merchandising, Salesmanship, and Visual Merchandising categories could best be learned on the job rather than in the classroom.

7. Human Relations could best be learned both on the job and in the classroom. Merchandising, Salesmanship, Merchandising Math, and Visual Merchandising could profit from classroom and on-the-job learning.

8. Businessmen felt that Communications and Getting Along with Others were the most important sub-topics in Human Relations, and they saw a

lesser need for Leadership Training.

9. Market Research and Studying of the Buying Functions were not considered as important by employers as Store Operations and Management in the Merchandising category.

10. Product Knowledge and Steps in the Selling Process were important sub-topics of the Salesmanship and Merchandise Information category. Prospecting and Customer Analysis, Suggestion Selling, and Sales Demonstrations and Critiques were not considered as important by businessmen.

11. Businessmen felt that Forms of Ownership was an important sub-topic of the Business Organization and Ownership category. Less importance was considered necessary for Legal Aspects of Distribution and the History of Distribution and Free Enterprise.

12. Employers expressed that a knowledge of Basic Arithmetic was the most important element of Merchandising Math. Mark Up and Mark Down, and Inventory Control were minor in importance according to businessmen.

13. Employers felt it was more important to know the Purpose of Sales Promotions than to actually Do a Sales Promotion in a high school Distributive Education class.

14. Businessmen wanted students to understand

the Nature of the Free Enterprise System, and the Laws of Supply and Demand rather than to study the Stock Market.

15. Very little importance should be placed on the History of Advertising, but employers did want students to know the Purpose of Advertising and understand the Principles Involved in Preparir an Advertisement.

16. Credit and Bookkeeping were important sub-topics of the Business Services category, while the Credit Bureau and Methods of Credit Collection were less important.

17. Employers surveyed expressed that Window Display was the least important sub-topic in the least important overall category.

18. Businessmen did want students to understand the Importance of Display and basic Design Principles when studying Visual Merchandising.

RECOMMENDATIONS

Based on careful analysis of the data in this study, recommendations are offered to facilitate the growth and development of high school Distributive Education programs in the state of Arizona:

1. Top priority should be given to the following subject matter in a high school Distributive Education program of instruction: Human Relations,

Merchandising, and Salesmanship and Merchandise Information.

2. The following subject matter was given a lesser priority: Business Organization and Ownership, Merchandising Math, Sales Promotion, and Economics of Distribution.

3. The following subject matter was given the lowest priority: Advertising, Business Services, and Visual Merchandising.

4. The following sub-topics should be considered very important to a high school Distributive Education program of instruction:

a. Communications
b. Store Operations and Management
c. Salesmanship Product Knowledge
d. Basic Arithmetic
e. Definition and Purpose of Sales Promotion
f. Nature of the Free Enterprise System
g. Laws of Supply and Demand
h. Purpose of Advertising
i. Credit
j. Importance of Visual Display
k. Visual Merchandising Design Principles

5. The following sub-topics should be considered to have lesser importance to businessmen in a high school Distributive Education program:

a. Leadership Techniques

b. Market Research

c. Sales Demonstrations and Critiques in Class

d. Inventory Control

e. Study of the Stock Market

f. History of Advertising

g. Methods of Credit Collection

6. Businessmen thought the overall topics of Economics of Distribution, Business Organization and Ownership, Advertising, Business Services, Sales Promotion, and Merchandising Math could be best learned (if taught) in the classroom rather than on the job.

7. Businessmen preferred to have students learn Merchandising, Salesmanship, and Visual Merchandising on the job rather than in the classroom.

8. Businessmen felt that Human Relations should be learned both in the classroom and on the job.

SECTION IX

REVIEW OF OCCUPATIONAL TITLES WITHIN MARKETING CLUSTER

OBJECTIVES (Numbers 9, 10, 11, and 12)

Review occupations in the present marketing cluster.

Screen DOT to identify job titles satisfying the parameters of this occupational cluster.

Screen the USOE classification system to identify additional job titles.

Review the identified titles with the Director of Marketing/Distributive Occupations at the Arizona Department of Education.

PROCEDURE

Information to satisfy these objectives was gathered from the following sources:

USOE Code

Dictionary of Occupational Titles

Census of Occupations

Census Code

Department of Economic Security Data

Projections from the Arizona State Director of Distributive Education

This data was compiled and compared in an attempt to insure a complete listing of job titles within the marketing and distribution cluster.

FINDINGS AND ANALYSIS

The following codes will appear throughout the listings to designate the sources:

OE = Office of Education Instructional Programs (Numbers)

DOT = Dictionary of Occupational Titles (Numbers)

CO = Census Occupations (Numbers)

CC = Census Code (Numbers)

DOEP = Detailed Occupation of Employed Persons by Residence: 1970

Advertising 04.01

Display Man OE 04.01/DOT 298.081
Display Manager OE 04.01
Advertising Assistant OE 04.01
Advertising Salesman OE 04.01
Advertising CO 807310
Advertising Agents and Salesman CC 260/DOEP
Sign Painters and Letterers CC 543/DOEP
Decorators and Window Dressers CC 425
Public Relations Men and Publicity Writers CC 192/DOEP
Radio and Television Announcers CC 193/DOEP

Apparel and Accessories 04.02

Fashion Coordinator OE 04.02
Footwear Salesperson OE 04.02/DOT 263.358
Millinery Salesperson OE 04.02
Jewelry Salesperson OE 04.02
Stock Clerk OE 04.02
Salesperson -- Shoe DOT 263.358
Salesperson -- Women's Garments DOT 263.458
Salesperson -- Infants' and Children's Wear DOT 263.458
Salesperson -- Men's and Boys' Clothing DOT 263.458
Apparel and Associated Stores CO 625610
Shoe Stores 625660
Jewelry Stores CO 625940
Stock Clerks and Storekeepers CC 381
Furriers CC 444
Jewelers and Watchmakers CC 453

Automotive 04.03

Parts Manager OE 04.03
Automobile Salesperson OE 04.03/DOT 280.358
Parts Salesperson OE 04.03/DOT 289.358
Car Rental Clerk OE 04.03
Automotive -- Repair and Service Salesman DOT 602.281
Salesman -- Automobile Accessories DOT 280.458
Salesman -- Motor Vehicles and Supplies DOT 280.358
Motor Vehicle and Equipment CO 615010
Motor Vehicle Dealer CO 625510
Tires, Battery Accessories CO 625530
Miscellaneous Vehicle Dealers CO 625590

Finance and Credit 04.04

Bank Cashier OE 04.04/DOT 186.168
New Accounts Teller OE 04.04
Safe Deposit Clerk OE 04.04
Operations Officer DOT 186.168
Banking CO 706010
Credit Agencies CO 706020
Stock Brokers, Investment CO 706070
Creditmen CC 210/DOEP
Stock and Bond Salesman CC 271/DOEP
Bank Tellers CC 301/DOEP

Floristry 04.05

Floral Designer OE 04.05/DOT 142.081
Flower Salesperson OE 04.05
Florist Supplies Salesperson OE 04.05
Retail Floristry CO 625960

Food Distribution 04.06

Food Salesperson OE 04.06/DOT 262.358/DOT 290.887
Buyer OE 04.06
Cashier OE 04.06
Checker OE 04.06
Bagger OE 04.06
Produce Clerk DOT 290.887
Food and Related CO 615040
Farm Produce -- Raw Materials CO 615050
Grocery Stores CO 625410
Dairy Product Stores CO 625450
Bakeries, Retail CO 625460
Food Stores, NEC CO 625490

Food Service 04.07

Food Checker OE 04.07
Restaurant Manager OE 04.07
Vending Machine Salesperson OE 04.07
Busboy OE 04.07
Hostess OE 04.07
Waitress OE 04.07
Cashier OE 04.07
Eating and Drinking Places CO 625800
Restaurant, Cafeteria, and Bar Managers CC 230/DOEP
Busboys CC 911/DOEP
Food Counter and Fountain Workers CC 914/DOEP
Waiters CC 915/DOEP
Food Service Workers CC 916/DOEP
Bartenders DOEP

General Merchandise 04.08

Buyer OE 04.08
Store Manager OE 04.08
Merchandise Manager OE 04.08
Sales Person -- General OE 04.08/DOT 289.358
Salesman -- House-to-House DOT 289.358
Salesman -- Publications DOT 289.358
Salesperson -- Books DOT 289.358
Purchasing Agent DOT 162.158
Demonstrator DOT 297.458
Operations Officer DOT 186.168
Department, Mail Order CO 625310
Limited Price Stores CO 625330
Miscellaneous Merchandising Stores CO 625380
Sales Engineers CC 022/DOEP
Buyers, Wholesale and Retail Trade CC 205/DOEP
Purchasing Agents and Buyers CC 225/DOEP
Sales Manager and Department Heads, Retail Trade CC 231/DOEP
Salesmen and Sales Clerks CC 280/DOEP
Cashiers CC 310/DOEP
Shipping and Receiving Clerks CC 374/DOEP
Stock Clerks and Storekeepers CC 381
Stock Handlers CC 762
Newsboys CC 266/DOEP

Hardware, Building Materials 04.09

Hardware Supplies Salesperson OE 04.09/DOT 276.358
Store or Department Manager OE 04.09
Salesperson OE 04.09

Cashier OE 04.09
Salesman -- Building and Construction Equipment and Supplies DOT 276.358
Salesperson -- General Hardward DOT 276.358
Salesman -- Floor Covering DOT 274.358
Salesman -- Construction Machinery DOT 276.358
Hardware Plumbing CO 615070
Lumber, Construction Material CO 615980
Lumber, Building Material CO 625210
Hardware and Farm Equipment CO 625250

Hardware, Farm and Garden Supplies and Equipment 04.09

Dairy Supplies Salesperson OE 04.09
Store or Department Manager OE 04.09
Salesperson -- Yard Goods DOT 2[illegible].458
Salesman -- Grain and Feed Products DOT 274.358
Salesman -- Farm and Garden Equipment and Supplies DOT 277.358
Salesman -- Lawn and Garden Equipment and Supplies DOT 277.358
Hardware and Farm Equipment CO 625250
Farm, Garden Supply Stores CO 625930
Buyers and Shippers, Farm Products CC 203/DOEP

Home and Office Furnishings 04.10

Furniture Salesperson OE 04.10/DOT 274.358
Sewing Machine Salesperson OE 04.10
Hi-Fi Salesperson 04.10
Furniture Store or Department Manager OE 04.10
Interior Designer and Decorator DOT 142.051
Salesman -- Household Equipment DOT 278.358
Salesperson -- TV and Appliances DOT 278.358
Salesman -- Household Furnishings DOT 274.358
Salesman -- Office Machines
Home Furnishing Stores CO 625710
Appliance, TV, Radio Stores CO 625720

Hotel-Motel and Lodging 04.11

Bell Captain OE 04.11
Bellman OE 04.11
Room Service Clerk OE 04.11
Lodging Facilities Manager OE 04.11
Cashier OE 04.11
Manager Apartment House DOT 186.168
Hotels and Motels CO 807010
Lodging Places, exc. Hotels CO 807040
Baggage Porters and Bell Hops CC 934/DOEP

Industrial Marketing 04.12

Sales Manager OE 04.12
Printing Salesman OE 04.12
Utility Sales Manager OE 04.12
Salesman OE 04.12
Auctioneers CC 261/DOEP
Demonstrators CC 262/DOEP
Hucksters and Peddlers CC 264/DOEP

Insurance 04.13

Investigator OE 04.13
Claim Adjuster OE 04.13
Insurance Salesman OE 04.13/DOT 250.258
Underwriter DOT 169.188
Life Insurance Underwriter DOT 250.258
Manager -- Insurance Office DOT 186.168
Insurance CO 706300
Insurance Agents, Brokers, and Underwriters CC 265/DOEP
Insurance Adjusters, Examiners, and Investigators CC 326/DOEP

International Trade 04.14

Export-Import Agent OE 04.14
Import Manager OE 04.14
Export Manager OE 04.14

Personal Services 04.15

Funeral Director OE 04.15
Beauty Shop Manager OE 04.15
Dry Cleaning Manager OE 04.15
Salesman -- Business Services DOT 252.358
Salesman -- Securities DOT 251.250
Laundry, Dry Cleaning CO 807210
Beauty Shops CO 807230
Barber Shops CO 807240
Shoe Repair Shops CO 807250
Dress Making CO 807260
Other Personal Services CO 807290
Funeral Directors CC 211/DOEP
Telegraph Messengers CC 383/DOEP
Telephone Operators CC 384/DOEP
Attendants, Personal Service DOEP

Petroleum 04.16

Oil Dispatcher OE 04.16
Automobile -- Service Station Attendant OE 04.16
Salesman -- Fuel DOT 267.358
Petroleum Products CO 615920
Gasoline Service Stations CO 625540
Fuel and Ice Dealers CO 625950

Real Estate 04.17

Rental Agent OE 04.17
Property Manager OE 04.17
Real Estate Salesman OE 04.17/DOT 250.358
Real Estate CO 706500
Real Estate Agents and Brokers CC 270/DOEP

Recreation and Tourism 04.18

Tourist Director OE 04.18
Theater Manager OE 04.18
Hobby Shop Director OE 04.18
Sporting Goods Salesperson OE 04.18
Sporting Goods Manager OE 04.18
Motion Pictures, Theaters CO 807800
Bowling Alleys, Billiards CO 807930
Miscellaneous Entertainment CO 807940
Attendants, Recreation and Amusement CC 932/DOEP
Ushers, Recreation and Amusement CC 953
Social Workers DOEP
Recreational Workers DOEP

Transportation 04.19

Airline Stewardess OE 04.19
Traffic Manager OE 04.19
Rate Clerk OE 04.19
Railroad and Railway Express CO 514000
Street Railway, Bus Line CO 514110
Taxi CO 514120
Trucking CO 514210
Warehousing and Storage CO 514220
Water Transportation CO 514400
Air Transportation CO 514500
Pipeline Transportation CO 514600
Transportation Services CO 514700

Dispatchers and Starters, Vehicle CC 315/DOEP
Ticket, Station, and Express Agents CC 390/DOEP
Deliverymen and Routemen CC 705/DOEP
Taxicab Drivers and Chauffers CC 714/DOEP
Airline Stewardesses CC 931/DOEP
Baggage Porters and Bell Hops CC 934/DOEP

Other (Chemical and Drug, Solicitor) 04.99

Salesman -- Chemical and Drug DOT 266.358
Solicitor DOT 293.358
Telephone Solicitor DOT 293.358
Contribution Solicitor DOT 292.358

Table 17 includes the current employment figures, projection for expansion, and replacement needs for marketing and distribution occupation needs for Arizona. These figures were compiled by the State Department of Distributive Education.

RECOMMENDATIONS

1. Distributive Education personnel within the state of Arizona should be made aware of the job titles included in the marketing and distribution cluster and of projected training needs to satisfy needs of each job classification.

2. Continued attempts should be made to verify the State Department's projections.

Table 17

Employment Opportunities Related to Vocational Education Programs
Labor Demand and Supply Summary

State of Arizona — Fiscal Year E

OE Code	Instructional Program	Current Employment	Projected Expansion and Replacement Needs		Projected L Vocational Educat Output	
		1974	1975	1979	1975	1979
04.01	Advertising Services	520	29	28	115	117
04.02	Apparel and Accessories	5,587	307	305	520	995
04.03	Automotive	7,381	406	403	369	443
04.04	Finance and Credit	5,675	312	310	1,305	1,504
04.05	Floristry	681	38	37	266	272
04.06	Food Distribution	19,040	1,047	1,040	248	267
04.07	Food Services	28,912	1,590	1,589	168	131
04.08	General Merchandise	13,251	729	724	967	874
04.09	Hardware	4,436	244	242	133	155
04.10	Home Furnishings	4,099	225	224	262	266
04.11	Hotel and Lodging	7,408	407	404	133	137
04.13	Insurance	7,379	406	403	524	989
04.15	Personal Services	11,913	655	651	1,489	1,497
04.16	Petroleum	6,122	337	334	443	398
04.17	Real Estate	7,622	419	416	1,463	1,371
04.18	Recreation and Tourism	2,997	165	164	273	285
04.19	Transportation	12,924	711	706	517	969
04.20	Retail Trade, Other	11,820	650	645	532	993
04.31	Wholesale Trade, Other	6,578	362	359	263	270
04.99	D. E., Other	5,963	318	316	596	894

NOTE: Expansion = Reflects one year expansion
Replacement = Reflects number needed per year for replacement purposes -- not a t

Table 17

ployment Opportunities Related to Vocational Education Programs
Labor Demand and Supply Summary

Fiscal Year Ending June 30, 1975

al	Current Employment	Projected Expansion and Replacement Needs		Projected Labor Supply			
				Vocational Education Output		Other Sectors Output	
	1974	1975	1979	1975	1979	1975	1979
ices	520	29	28	115	117		
ssories	5,587	307	305	520	995		
	7,381	406	403	369	443		
it	5,675	312	310	1,305	1,504		
	681	38	37	266	272		
n	19,040	1,047	1,040	248	267		
	28,912	1,590	1,589	168	131		
ise	13,251	729	724	967	874		
	4,436	244	242	133	155		
	4,099	225	224	262	266		
g	7,408	407	404	133	137		
	7,379	406	403	524	989		
s	11,913	655	651	1,489	1,497		
	6,122	337	334	443	398		
	7,622	419	416	1,463	1,371		
ourism	2,997	165	164	273	285		
	12,924	711	706	517	969		
her	11,820	650	645	532	993		
Other	6,578	362	359	263	270		
	5,963	318	316	596	894		

ts one year expansion
ccts number needed per year for replacement purposes -- not a total for five years

02

91

BIBLIOGRAPHY

BIBLIOGRAPHY

Arizona Department of Economic Security. Arizona Employment Directions to 1978: Industries and Occupations, Research and Statistics Bureau, September 1973.

Arizona Review: Statistical Summary. Division of Economic and Business Research, College of Business and Public Administration, University of Arizona, Tuscon, Arizona, Summer 1974.

Arizona State Employment Service. Manpower Directions '75, Employment Security Commission of Arizona, Research and Information Series No. MNP-1-67, September 1967.

Arizona State Board for Vocational Education. Arizona State Plan 74-75: Vocational Education, 1974.

Brookover, William B. Self-Concept of Ability and School Achievement I. II. III, Human Learning Research Institute, East Lansing, Michigan, Michigan State University, 1967.

Brookover, William B., and Edsel C. Erickson. Sociological Foundations of Educability, First Draft to be Published by Allyn E. Bacon, Chapter IV.

Brookover, William B., et al. "Self-Concept and Student Role Achievement," Paper presented at the American Education Research Association meeting, Los Angeles, California, February 1969.

Crawford, Lucy C. A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education. Final Report, Volume I, Blacksburg: Virginia Polytechnic Institute, December 31, 1967.

Dooher, M. Joseph, ed. Rating Employee and Supervisory Performance, New York: American Management Association, 1950.

Fitzpatrick, Robert, and Edward J. Morrison. "Performance and Product Evaluation," Educational Measurement, Second Edition, Edited by Robert L. Thorndike, Washington, D. C.: American Council on Education, 1971.

Giguere, Constance L., and Eva L. Baker. The Development of Criterion-Referenced Tests of Self-Concept and Attitude Toward School, Los Angeles: University of California, 1971.

Harris, E. Edward. Employer Preferences and Teacher-Coordinator Practices in Distributive Education, Washington, D. C.: United States Office of Education, Department of Health, Education, and Welfare, 1971.

Johnson, Charles E., and Jerold P. Bauch. Competency Based Teacher Evaluation Guide, GEM Bulletin 70-3, Athens: College of Education, University of Georgia, 1970.

Klaurens, Mary K., and Gail Trapnell eds. Current Perspectives in Distributive Education, Dubuque, Iowa: Kendall/Hunt Publishing Company, 1974.

Pascal, Billy J. "The Role of Self-Concept and Achievement," The Journal of Negro Education, 37:1, Fall 1968, pp. 392-396

Reiss, Albert J., Jr. Occupations and Social Status, New York: The Free Press of Glencoe, Inc., 1961.

Schwarz, Paul A. "Prediction Instruments for Educational Outcomes," Educational Measurement, Second Edition, Edited by Robert L. Thorndike, Washington, D. C.: American Council on Education, 1971.

Seibel, Dean W. "Measurement of Aptitude and Achievement," Handbook of Measurement and Assessment in Behavioral Sciences, Edited by Dean K. Whitla, Reading, MA: Addison-Wesley Publishing Company, 1968.

Simpson, Ray H., and Jerome M. Seidman. Student Evaluation of Teaching and Learning, Washington, D. C.: American Association of Colleges for Teacher Education, 1962.

"Standard Terminology for Curriculum and Instruction in Local and State School Systems," Superintendent of Documents Catalog No. HE 5.280:80075, United States Government Printing Office, Washington, D. C., 1970.

Tuckman, Bruce W. "Getting at the Attitudes Problem," American Vocational Journal, 48:1, January 1973, pp. 47-48.

"Vocational Education and Occupation," Superintendent of Documents Catalog No. FS 5.280:800 61, United States Government Printing Office, Washington, D. C., 1969.

APPENDIX

APPENDIX A

SELF-CONCEPT INVENTORY

SELF-CONCEPT INVENTORY

STUDENT INFORMATION SHEET

Please answer the following questions as honestly and accurately as possible.

A. PERSONAL DATA

Name _____
Last First Initial

Age _____ Date of Birth _____
month day year

Sex M F (circle one) Place of Birth _____
city state country

B. EDUCATIONAL DATA

Name of School _____

Class Year Freshman Sophomore Junior Senior
(circle one)

Name of Teacher _____

Name of this class _____

Grade Received in this class
Last report card _____

Number of years you have attended this school _____
years months

Name of the last school you attended _____

Was this school a High School Jr. High School
(circle one)

In what town or city and state was the above school located

_____
City (Town) State

Length of time you attended that school _____
years months

WHAT COURSES OR CLASSES ARE YOU NOW TAKING OR HAVE TAKEN DURING THIS CURRENT SCHOOL YEAR 1971-72. WHAT GRADE DID YOU RECEIVE IN THESE COURSES THE LAST GRADING PERIOD.

GRADES

_____ ( )
_____ ( )
_____ ( )
_____ ( )
_____ ( )
_____ ( )
_____ ( )
_____ ( )

WHAT WAS YOUR GRADE POINT AVERAGE AT THE END OF THE LAST SCHOOL YEAR? _____

C. DATA ABOUT PARENTS OR GUARDIAN

	yes	no
Is your father (or person who support you) working?	_____	_____
	Check one	
Do both your mother and father work?	_____	_____

What is your father's occupation? _____
(or person who supports you) _____

Describe his main responsibilities while on the job. Who does he do? What does he perform? _____
_____
_____
_____
_____
_____

If your mother works, what is her occupation? _____
_____

Describe her main responsibilities while on the job. _____
_____
_____
_____
_____

D. CONCEPT OF ABILITIES

Below are eight questions which ask you directly about how you think of yourself in terms of school ability. Please circle the letter in front of the statement which best answers each question.

1. How do you rate yourself in school ability compared with your close friends?

   a. I am the best
   b. I am above average
   c. I am average
   d. I am below average
   e. I am the poorest

2. How do you rate yourself in school ability compared with those in your class in school?

   a. I am among the best
   b. I am above average
   c. I am average
   d. I am below average
   e. I am among the poorest

3. Where do you think you would rank in your class in high school?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

4. Do you think you have the ability to complete college?

   a. yes, definitely
   b. yes, probably
   c. not sure either way
   d. probably not
   e. no

5. Where do you think you would rank in your class in college?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

6. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think it is that you could complete such advanced work?

   a. very likely
   b. somewhat likely
   c. not sure either way
   d. unlikely
   e. most unlikely

7. Forget for a moment how others grade your work. In your own opinion how good do you think your work is?

   a. my work is excellent
   b. my work is good
   c. my work is average
   d. my work is below average
   e. my work is much below average

8. What kind of grades do you think you are capable of getting?

   a. mostly A's
   b. mostly B's
   c. mostly C's
   d. mostly D's
   e. mostly E's

E. CONCEPT OF VOCATIONAL ABILITY

Below are eight questions which ask you directly about how you think of yourself in terms of occupational ability. Please circle the letter in front of the statement which BEST answers each question.

1. Do you think you have the ability to do any job you desire?

   a. yes, definitely
   b. yes, probably
   c. not sure either way
   d. no, probably not
   e. no, definitely not

2. How do you rate yourself in your ability to do a job you would want in comparison to your classmates who have similar interests?

   a. I am among the best
   b. I am above average
   c. I am average
   d. I am below average
   e. I am the poorest

3. Where do you think you would rank in your ability to do your favorite job?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

4. Do you feel you have the ability to complete training necessary in the occupation of your greatest interest?

   a. yes, definitely
   b. yes, probably
   c. uncertain
   d. no, probably not
   e. no, definitely not

5. In your opinion how good do you think your work will be in the occupation you might choose?

   a. my work would be very good
   b. my work would be above average
   c. my work would be average
   d. my work would be below average
   e. my work would be rather poor

6. After 5 years of working in the job of your greatest interest, where do you think you will rank in comparison with others who have held the same job for 5 years?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the lowest

7. If you were interested in one of these occupations: barber, beautician, taxicab driver, carpenter, or farm laborer, how well do you feel you could do?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

8. Given that you were elected president of the United States, how well do you think you could carry out the duties of that office?

   a. I would be among the best
   b. I would be above average
   c. average
   d. I would be below average
   e. I couldn't do it

F. PERCEIVED PARENTS' RATING

Below are 5 questions which ask you directly how you think your Parents would rate your school ability. Please circle the letter in front of the statement which BEST answers each question.

1. How do you think your PARENTS would rate your school ability compared with other students your age?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

2. Where do you think your PARENTS would say you would rank in your high school graduating class?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

3. Do you think that your PARENTS would say you have the ability to complete college?

   a. yes, definitely
   b. yes, probably
   c. not sure either way
   d. probably not
   e. definitely not

4. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think your PARENTS would say it is that you could complete such advanced work?

   a. very likely
   b. somewhat likely
   c. not sure either way
   d. somewhat unlikely
   e. very unlikely

5. What kind of grades do you think your PARENTS would say you are capable of getting in general?

   a. mostly A's
   b. mostly B's
   c. mostly C's
   d. mostly D's
   e. mostly E's

G. PERCEIVED FRIENDS' RATING

Below are 5 questions which ask you directly how you think your closest Friends would rate your school ability. Please circle the letter in front of the statement which BEST answers each question.

1. How do you think this FRIEND would rate your school ability compared with other students your age?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

2. Where do you think this FRIEND would say you would rank in your high school graduating class?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

3. Do you think that this FRIEND would say you have the ability to complete college?

   a. yes, definitely
   b. yes, probably
   c. not sure either way
   d. probably not
   e. definitely not

4. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think this FRIEND would say it is that you could complete such advanced work.

   a. very likely
   b. somewhat likely
   c. not sure either way
   d. somewhat unlikely
   e. very unlikely

5. What kind of grades do you think this FRIEND would say you are capable of getting in general?

   a. mostly A's
   b. mostly B's
   c. mostly C's
   d. mostly D's
   e. most E's

H. PERCEIVED TEACHERS' RATING

Below are 5 questions which ask you directly how you think your Teacher would rate your school ability. Please circle the letter in front of the statement which BEST answers each question.

1. How do you think this TEACHER would rate your school ability compared with other students your age?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

2. Where do you think this TEACHER would say you would rank in your high school graduating class?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

3. Do you think that this TEACHER would say you have the ability to complete college?

   a. yes, definitely
   b. yes, probably
   c. not sure either way
   d. probably not
   e. definitely not

4. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think this TEACHER would say it is that you could complete such advanced work?

   a. very likely
   b. somewhat likely
   c. not sure either way
   d. somewhat unlikely
   e. very unlikely

5. What kind of grades do you think this TEACHER would say you are capably of getting in general?

   a. mostly A's
   b. mostly B's
   c. mostly C's
   d. mostly D's
   e. mostly E's

APPENDIX B

WORK VALUES SURVEY

A SURVEY TO DETERMINE THE WORK VALUES OF COOPERATIVE DISTRIBUTIVE EDUCATION STUDENTS IN ARIZONA

Statement of Purpose

The purpose of this survey is to determine to what extent cooperative distributive education students in Arizona are selecting a career goal in marketing and distribution which is in accord with the satisfactions or values they are seeking in work.

Questions to be Answered

1. To what degree do cooperative distributive education students hold the values specified in Donald Super's Work Values Inventory?

2. To what degree do occupational workers in the field of marketing and distribution hold the values specified in Donald Super's Work Values Inventory?

3. How closely do the work values of cooperative distributive education students correspond with the work values of occupational workers in their career goals in marketing and distribution?

Outcomes

1. Will know specifically what cooperative distributive education students are seeking in work.

2. Will know specifically what occupational workers in marketing and distribution are seeking in their work.

3. Will know how closely the work values of cooperative distributive education students match the work values of workers in their chosen career goal in marketing and distribution.

Significance

This knowledge will aid the student and the coordinator to clarify goals and to determine the appropriateness of distributive education training. Knowing the work values which motivate cooperative distributive education students, and having information concerning the values which occupational workers in marketing and distribution are seeking, provides an important basis for career-oriented decision making.

NAME_____

107

The statements below represent values which people consider important in their work. These are satisfactions which people often seek in their jobs or as a result of their jobs. They are not all considered equally important; some are very important to some people but of little importance to others. Read each statement carefully and indicate how important it is for you.

5 means "Very Important"
4 means "Important"
3 means "Moderately Important"
2 means "Of Little Importance"
1 means "Unimportant"

(Fill in one oval by each item to show your rating of the statement.)

Work in which you . . .

1. . . . have to keep solving new problems.
2. . . . help others.
3. . . . can get a raise.
4. . . . look forward to changes in your job.
5. . . . have freedom in your own area.
6. . . . gain prestige in your field.
7. . . . need to have artistic ability.
8. . . . are one of the gang.
9. . . . know your job will last.
10. . . . can be the kind of person you would like to be.
11. . . . have a boss who gives you a square deal.
12. . . . like the setting in which your job is done.
13. . . . get the feeling of having done a good day's work.
14. . . . have authority over others.
15. . . . try out new ideas and suggestions.
16. . . . create something new.
17. . . . know by the results when you've done a good job.
18. . . . have a boss who is reasonable.
19. . . . are sure of always having a job.
20. . . . add beauty to the world.
21. . . . make your own decisions.

5 means "Very Important"
4 means "Important"
3 means "Moderately Important"
2 means "Of Little Importance"
1 means "Unimportant"

22. . . . have pay increases that keep up with the cost of living.
23. . . . are mentally challenged.
24. . . . use leadership abilities.
25. . . . have adequate lounge, toilet and other facilities.

26. . . . have a way of life, while not on the job, that you like.
27. . . . form friendships with your fellow employees.
28. . . . know that others consider your work important.
29. . . . do not do the same thing all the time.
30. . . . feel you have helped another person.
31. . . . add to the well-being of other people.
32. . . . do many different things.
33. . . . are looked up to by others.
34. . . . have good contacts with fellow workers.
35. . . . lead the kind of life you most enjoy.

36. . . . have a good place in which to work (good lighting, quiet, clean, enough space, etc.)
37. . . . plan and organize the work of others.
38. . . . need to be mentally alert.
39. . . . are paid enough to live right.
40. . . . are your own boss.
41. . . . make attractive products.

42. . . . are sure of another job in the company if your present job ends.
43. . . . have a supervisor who is considerate.
44. . . . see the results of your efforts.
45. . . . contribute new ideas.

Now check to be sure that you rated every statement.

DISTRIBUTIVE EDUCATION STUDENT PROGRAM EVALUATION

DIRECTIONS: This scale has been prepared so that you can evaluate your distributive education program. At the end of each statement are abreviations for the following responses:

SA	A	U	D	SD
1	2	3	4	5
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

If you strongly agree with the statement blacken the 1 on the answer sheet. This would mean you are very satisfied with that part of your DE program.

If you agree with the statement blacken the 2 on the answer sheet. This would mean you are satisfied with that part of your DE program.

If you are uncertain if you agree or disagree with the statement blacken the 3 on the answer sheet. This would mean you are neither satisfied nor dissatisfied with that part of your DE program.

If you disagree with the statement blacken the 4 on the answer sheet. This would mean you are dissatisfied with that part of your DE program.

If you strongly disagree with the statement blacken the 5 on the answer sheet. This would mean you are very dissatisfied with that part of your DE program.

	SA	A	U	D	SD
1. My DE program has met my needs as a student preparing for a job in the field of marketing and distribution.	1	2	3	4	5
2. By studying the planning, pricing, promoting, and distributing of goods and services in DE, I improved myself as an employee.	1	2	3	4	5
3. By studying the buying, advertising, and selling of goods and services in DE, I improved myself as an employee.	1	2	3	4	5
4. DE has helped me understand my role in the field of marketing and distribution.	1	2	3	4	5
5. My DE program, through regular part-time employment, has prepared me to enter and advance in a job marketing and distribution.	1	2	3	4	5
6. My DE program provided me an opportunity of getting help in the related class for any problems I had on-the-job.	1	2	3	4	5
7. My DE program provided me the opportunity of learning and practicing skills in the related class that I needed to develop for my job.	1	2	3	4	5
8. When I studied such things as job interviewing and selling, I had the opportunity to really practice going through a job interview and a sale.	1	2	3	4	5
9. My DE program gave me the opportunity to make decisions for myself and to face the consequences of those decisions.	1	2	3	4	5
10. By participating in DECA activities, such as local, regional, and state conferences, I have learned to meet and get along with new and different people.	1	2	3	4	5
11. By participating in DECA activities, I have further developed the skills that I normally learned on-the-job.	1	2	3	4	5

	SA	A	U	D	SD
12. By participating in DECA activities, I have learned the value of people working together to achieve a common goal.	1	2	3	4	5
13. As a result of being in DE, I now better understand how our free enterprise system allows us to choose how we will earn a living and spend our incomes.	1	2	3	4	5
14. My DE program has helped me to value more the American system of Democracy and Free Enterprise.	1	2	3	4	5
15. My DE program has helped me to see that businesses have civic responsibilities to society, such as helping to raise money for the United Fund.	1	2	3	4	5
16. My DE program has helped me to see that businesses have moral responsibilities to society, such as providing safe and fairly-priced products.	1	2	3	4	5
17. My DE program has helped me to see that businesses have social responsibilities to society, such as providing jobs to people regardless of race, color, or creed.	1	2	3	4	5
18. My DE program has encouraged me to be loyal to my employer.	1	2	3	4	5
19. My DE program has encouraged me to be honest with my employer and with other people.	1	2	3	4	5
20. My DE program has shown me that I can make a contribution to society as an employee in the field of marketing and distribution.	1	2	3	4	5
21. My DE program has helped me to understand the importance of pleasing the customer.	1	2	3	4	5
22. My DE program has helped me to improve my skills, thereby preparing me to be a more efficient employee.	1	2	3	4	5
23. My DE program has helped me to see the value of getting specialized training for a job area in marketing and distribution.	1	2	3	4	5
24. My DE job provided me with experiences, such as stocking and selling, that were in keeping with my interests and goals in marketing and distribution.	1	2	3	4	5
25. My DE program helped me to decide if I was really capable of meeting my career goal in marketing and distribution.	1	2	3	4	5
26. My DE program helped me to decide if I was really interested in my chosen goal in marketing and distribution.	1	2	3	4	5
27. My DE program helped me to decide if there might be another career goal for which I would be better suited.	1	2	3	4	5
28. In my DE program I was respected and treated as an individual.	1	2	3	4	5

	SA	A	U	D	SD
29. My DE program helped me to find and solve problems that interfered with my learning at school and on-the-job.	1	2	3	4	5
30. My DE program provided me with guidance in planning my formal education in school.	1	2	3	4	5
31. Through my DE program, I have been advised regularly as to the progress I have made toward my career goal.	1	2	3	4	5
32. My DE program has made me aware of the opportunities and careers available to me in marketing and distribution.	1	2	3	4	5
33. Through my DE program, I have kept records, along with my coordinator, that show the progress and skills I have achieved.	1	2	3	4	5
34. My DE teacher made sure that the time I spent on-the-job did not exceed a normal 40-hour week.	1	2	3	4	5
35. My DE teacher made sure that the time I spent on-the-job left me with enough time and energy to maintain my grades in my other classes.	1	2	3	4	5
36. My DE training sponsor provided me with real-life learning experiences while I was on-the-job.	1	2	3	4	5
37. My DE program helped me to learn how to better get along with my fellow students and workers.	1	2	3	4	5
38. My DE program gave me the opportunity to use my communication skills, such as speaking, writing, and listening, in the field of marketing and distribution.	1	2	3	4	5
39. My DE program gave me the opportunity to use my math skills, such as figuring discounts and sales tax, in the field of marketing and distribution.	1	2	3	4	5
40. My DE program has helped me to better understand why businesses exist.	1	2	3	4	5
41. My DE program has helped me to understand how consumer spending can help determine the success or failure of a business.	1	2	3	4	5
42. My DE program has helped me to understand that competition among businesses can increase the efficiency of these businesses.	1	2	3	4	5
43. My DE program has helped me to see how other subjects, such as English, social studies, and math, can be used in the field of marketing and distribution.	1	2	3	4	5
44. My DE program provided adequate equipment and supplies in the classroom that were helpful in learning.	1	2	3	4	5
45. My DE program provided films, film strips, records, and other audio-visual aids that were helpful in learning.	1	2	3	4	5

APPENDIX C

DISTRIBUTIVE EDUCATION STUDENT PROGRAM EVALUATION

TEACHER-COORDINATOR EVALUATION OF DISTRIBUTIVE EDUCATION

These statements are presented as generalizations and represent opinions rather than facts. As opinions, they are neither right nor wrong, and your agreement or disagreement will be determined largely in terms of your particular experiences. Indicate your position on the statement as it first impresses you.

TEACHER-COORDINATOR EVALUATION OF DISTRIBUTIVE EDUCATION

DIRECTIONS: This scale has been prepared so that you can evaluate your distributive education program. At the end of each statement are abbreviations for the following responses:

SA	A	U	D	SD
1	2	3	4	5
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

If you strongly agree with the statement blacken the 1 on the answer sheet. This would mean you are very satisfied with that part of your DE program.

If you agree with the statement blacken the 2 on the answer sheet. This would mean you are satisfied with that part of your DE program.

If you are uncertain if you agree or disagree with the statement blacken the 3 on the answer sheet. This would mean you are neither satisfied nor dissatisfied with that part of your DE program.

If you disagree with the statement blacken the 4 on the answer sheet. This would mean you are dissatisfied with that part of your DE program.

If you strongly disagree with the statement blacken the 5 on the answer sheet. This would mean you are very dissatisfied with that part of your DE program.

	SA	A	U	D	SD
1. The DE program has met the needs of my students preparing for a job in the field of marketing and distribution.	1	(2)	3	4	5
2. By studying the planning, pricing, promoting, and distributing of goods and services in DE, my students have improved as employees.	1	2	3	4	5
3. By studying the buying, advertising, and selling of goods and services in DE, my students have improved as employees.	1	2	3	4	5
4. DE has helped my students to understand their role in the field of marketing and distribution.	1	2	3	4	5
5. The DE program, through regular part-time employment, has prepared my students to enter and advance in jobs in marketing and distribution.	1	2	3	4	5
6. The DE program provided my students an opportunity of getting help in the related class for any problems they had on-the-job.	1	2	3	4	5
7. The DE program provided my students the opportunity of learning and practicing skills in the related class that they needed to develop for their jobs.	1	2	3	4	5

		SA	A	U	D	SD
8.	When we studied such things as job interviewing and selling, the students had the opportunity to really practice going through a job interview and a sale.	1	2	3	4	5
9.	The DE program gave my students the opportunity to make decisions for themselves and to face the consequences of those decisions.	1	2	3	4	5
10.	By participating in DECA activities, such as local, regional, and state conferences, my students learned how to meet and to get along with new and different people.	1	2	3	4	5
11.	By participating in DECA activities, my students have further developed the skills that they normally learned on-the-job.	1	2	3	4	5
12.	By participating in DECA activities, my students have learned the value of people working together to achieve a common goal.	1	2	3	4	5
13.	As a result of being in DE, my students now better understand how our free enterprise system allows us to choose how we will earn a living and spend our incomes.	1	2	3	4	5
14.	The DE program has helped my students to value more America's system of Democracy and Free Enterprise.	1	2	3	4	5
15.	The DE program has helped my students to see that businesses have civic responsibilities to society, such as helping to raise money for the United Fund.	1	2	3	4	5
16.	The DE program has helped my students to see that businesses have moral responsibilities to society, such as providing safe and fairly-priced products.	1	2	3	4	5
17.	The DE program has helped my students to see that businesses have social responsibilities to society, such as providing jobs to people regardless of race, color, or creed.	1	2	3	4	5
18.	The DE program has encouraged my students to be loyal to their employers.	1	2	3	4	5
19.	The DE program has encouraged my students to be honest with their employers and with other people.	1	2	3	4	5
20.	The DE program has shown my students that they can make a contribution to society as an employee in the field of marketing and distribution.	1	2	3	4	5
21.	The DE program has helped my students to understand the importance of pleasing the customer.	1	2	3	4	5

		SA	A	U	D	SD
		1	2	3	4	5
22.	The DE program has helped my students to improve their skills, thereby preparing them to be more efficient employees in the field of marketing and distribution.					
23.	The DE program has helped my students to see the value of getting specialized training for jobs in marketing and distribution.	1	2	3	4	5
24.	The DE jobs have provided my students with experiences, such as stocking or selling, that were in keeping with their interests and goals in marketing and distribution.	1	2	3	4	5
25.	The DE program helped my students to decide if they were really capable of meeting their career goals in marketing and distribution.	1	2	3	4	5
26.	The DE program helped my students to decide if they were really interested in their career goals in marketing and distribution.	1	2	3	4	5
27.	The DE program helped my students to decide if there might be another career goal for which they would be better suited.	1	2	3	4	5
28.	In the DE program my students were respected and treated as individuals.	1	2	3	4	5
29.	The DE program helped my students to find and solve problems that interfered with their learning at school and on-the-job.	1	2	3	4	5
30.	The DE program provided my students with guidance in planning their formal education in school.	1	2	3	4	5
31.	Through the DE program, my students have been advised regularly as to their progress toward their career goal.	1	2	3	4	5
32.	The DE program has made my students aware of the opportunities and careers available to them in marketing and distribution.	1	2	3	4	5
33.	Through the DE program, my students have kept records along with me, that show the progress and skills they have achieved.	1	2	3	4	5
34.	I made sure that the time my students spent on-the-job did not exceed a normal 40-hour week.	1	2	3	4	5
35.	I made sure that the time my students spent on-the-job left them with enough time and energy to maintain their grades in their other classes.	1	2	3	4	5

		SA	A	U	D	SD
36.	The DE training sponsors provided my students with real-life learning experiences while they were on-the-job.	1	2	3	4	5
37.	The DE program helped my students learn how to better get along with their fellow students and workers.	1	2	3	4	5
38.	The DE program gave my students the opportunity to use their communication skills, such as speaking, writing, and listening, in the field of marketing and distribution.	1	2	3	4	5
39.	The DE program gave my students the opportunity to use their math skills, such as figuring discounts and sales tax, in the field of marketing and distribution.	1	2	3	4	5
40.	The DE program has helped my students to better understand why businesses exist.	1	2	3	4	5
41.	The DE program has helped my students to understand how consumer spending can help determine the success or failure of a business.	1	2	3	4	5
42.	The DE program has helped my students to understand that competition among businesses can increase the efficiency of these businesses.	1	2	3	4	5
43.	The DE program has helped my students to see how other subjects, such as English, social studies, and math, can be used in the field of marketing and distribution.	1	2	3	4	5
44.	The DE program provided adequate equipment and supplies in the classroom that were helpful in learning.	1	2	3	4	5
45.	The DE program provided films, film strips, records, and other audio-visual aids that were helpful in learning.	1	2	3	4	5

APPENDIX D

DISTRIBUTIVE EDUCATION COORDINATOR PROGRAM EVALUATION

DECA

1. Do you feel DECA is necessary in accomplishing the overall educational objectives of the high school Distributive Education program? Why?

2. What phase of DECA do you think is most beneficial to the DE student in their learning about marketing and distribution?

3. What DECA activities are least desireable to you? Why?

PROGRAM IMPROVEMENT QUESTIONNAIRE

4. How do you relate or include DECA activities into your instructional program?

5. What suggestions do you have for improvement of DECA activities as they relate to your Distributive Education program?

AADET

1. Do you feel there is a need for a professional organization for Distributive Education teachers in the State of Arizona?

2. What do you see as the role of AADET?

3. Are you satisfied or dissatisfied with the present role of AADET? Why?

4. Do you feel their is adequate communication among AADET members? If no, explain.

5. What suggestions do you have for improvement of AADET's role for DE coordinators in Arizona?

State Department

1. What do you see as the role of the State Department of Education in connection with your local Distributive Education program?

2. Are you satisfied or dissatisfied with the role of the State Department of Education? Why?

3. Do you feel their is adequate communications between the State Department and the coordinator? If no, explain.

4. Do you feel there are pressures from the State Department concerning the operation of your program? If yes, explain.

5. What suggestions do you have for improvement of the State Department's role as it relates to the operation of your DE program?

Teacher-Education

1. How could the role of the teacher-educator be of more service to you?

2. Do you feel there is adequate communications with the teacher-educators? If not, what suggestions do you have for improvement of communications?

3. Would you like to see more in-service workshops provided? If yes, what kind?

4. Would you like to see more professional DE courses offered by the universities? What kind?

5. What suggestions do you have for improvement of the teacher-educator function?

PROGRAM IMPROVEMENT QUESTIONNAIRE

School Administration

1. What do you see as the role of your school administration to your program?

2. How could this relationship be improved?

3. Do you feel your administration understands your program and strongly supports it?

4. How could this be improved?

5. What changes would you like to see in the place your program holds within the school environment?

PROGRAM IMPROVEMENT QUESTIONNAIRE

School Administration

1. What do you see as the role of your school administration to your program?

2. How could this relationship be improved?

3. Do you feel your administration understands your program and strongly supports it?

4. How could this be improved?

5. What changes would you like to see in the place your program holds within the school environment?

PROGRAM IMPROVEMENT QUESTIONNAIRE

Additional Comments, questions, concerns, etc.

DECA
QUESTIONNAIRE

During the past several years there has been growth and development of the activity in distributive education called DECA (Distributive Education Clubs of America). In order to further develop the quality educational programs that will be beneficial to the students and schools, it is necessary to know as much as possible about how the students and advisors view the activities and functions of the organization DECA.

This questionnaire is designed to produce some information in this area. We are interested in YOUR BELIEFS regarding certain FUNCTIONS AND OPERATIONS OF DECA. We are very interested in what you think, not what you think other students or advisors think.

You will be asked for your opinions on a variety of situations and activities. Some of these may not apply to your school, but we would like YOUR OPINION on them anyway. If the particular type of activity is not undertaken by your organization, then possibly your belief towards this activity is not as strong.

HERE ARE THE ANSWERS TO CHOOSE FROM

1-STRONGLY DISAGREE 2-DISAGREE 3-UNDECIDED 4-AGREE 5-STRONGLY AGREE

Remember, there are no right and wrong answers. Choose the answer which is appropriate for you.

DIRECTIONS: At the right of each statement, circle a number from 1 through 5, thereby indicating your extent of agreement or disagreement with the statement. READ THE STATEMENT CAREFULLY. It is important that you indicate your true extent of agreement.

	SD D U A SA
1. All regularly enrolled distributive education students should automatically become members of the local DECA chapter.	1 2 3 4 5
2. The employee-employer banquet should be a high priority function of the local DECA chapter activities.	1 2 3 4 5
3. The DECA advisor should meet frequently on an informal basis, with the school curriculum director, vocational director, or principal to discuss the value of the club activities.	1 2 3 4 5
4. The DECA chapter should present an annual assembly program to the sophomore students to inform them of the functions and operations of DECA.	1 2 3 4 5
5. Expenses for materials and supplies for DECA contests should be provided for the students through the school budget.	1 2 3 4 5
6. There should be at least one regularly scheduled meeting per month of the advisor and DECA members.	1 2 3 4 5

	SD	D	U	A	SA
7. Students enrolled in the distributive education program should be vocationally oriented students only, rather than college bound students.	1	2	3	4	5
8. An advisory committee of businessmen and community representatives should be selected to work with the local DECA club.	1	2	3	4	5
9. The DECA advisor should submit the chapter's plans for the year's activities to the business education department chairman.	1	2	3	4	5
10. Chapter or club activities should be a part of the regular distributive education classroom work.	1	2	3	4	5
11. The local club should regularly prepare a local chapter school newsletter for distribution to members, other students, and faculty.	1	2	3	4	5
12. Chapter members who are regional contest winners should receive financial support to attend the statewide conference.	1	2	3	4	5
13. Regular announcements regarding the activities of DECA should be made over the school public address system.	1	2	3	4	5
14. A guidance counselor, curriculum director, vocational director, or principal should be invited to speak to the chapter members each year.	1	2	3	4	5
15. Distributive education courses should also be offered on an "elective" basis to all students.	1	2	3	4	5
16. A regular schedule of DECA displays should be set up periodically within the school and the community to promote DECA.	1	2	3	4	5
17. An initiation and installation ceremony for new members and officers should be an annual function of the local club.	1	2	3	4	5
18. Associate and honorary DECA memberships should be given to deserving recipients from business and the community.	1	2	3	4	5
19. The DECA advisor should teach merchandising students as part of his school assignment.	1	2	3	4	5
20. The chapter members should be given sufficient in-class time to prepare for local, state, and/or national competitive events and contests.	1	2	3	4	5
21. The chapter should regularly provide information to the local media (newspaper, radio, television) regarding the DECA activities and functions.	1	2	3	4	5
22. DECA meetings should be held during a distributive education classroom period.	1	2	3	4	5

	SD	D	U	A	SA
23. The local DECA chapter should present a program to the local chamber of commerce or merchants, service, or other civic organizations during the school year.	1	2	3	4	5
24. Each officer of the local club should be employed in a related distributive occupation during his term in office.	1	2	3	4	5
25. The DECA advisor should receive reimbursement (additional pay) for the time he spends after school hours for DECA.	1	2	3	4	5
26. All chapter members should be required to attend the local, or regional contest program held prior to the state conference.	1	2	3	4	5
27. An amount of time should be scheduled to discuss DECA functions and operations during regular distributive education class periods.	1	2	3	4	5
28. The club should present a program describing its activities to the local Parent-Teacher's Organization (P.T.O.).	1	2	3	4	5
29. The local DECA advisor should recruit prospective distributive education students from other parts of the school program in an effort to build up the chapter.	1	2	3	4	5
30. At least two outside resource persons from the community or from business should visit the local club each school year.	1	2	3	4	5
31. Officers for each school year should be elected near the end of the preceding school year.	1	2	3	4	5
32. The DECA advisor should schedule meetings with guidance personnel to discuss program objectives and activities.	1	2	3	4	5
33. The local school board should provide school funds to support local DECA contest winners from its school to attend and compete at the Annual Arizona Career Education Conference.	1	2	3	4	5
34. The classroom curriculum should be planned so that related contest events are reviewed and studied in class prior to local, regional, and state contests.	1	2	3	4	5
35. If there is more than one distributive education teacher in the same school, the DECA advisor should be selected by the students.	1	2	3	4	5
36. Awards or appreciation certificates should be given annually to contributing faculty, business, and community leaders.	1	2	3	4	5
37. Prior to each general membership meeting, the DECA advisor should meet with the DECA officers for consultation and advisement.	1	2	3	4	5
38. Ideally, students enrolled in the distributive education program should be admitted on an application and interview basis.	1	2	3	4	5

		SD	D	U	A	SA
39.	The DECA president and advisor, guidance personnel, curriculum director, vocational director, and the principal should meet early in the school year to discuss objectives, operations, and functions of the local DECA chapter.	1	2	3	4	5
40.	The DECA advisor should be allotted release time to devote to advisory duties and responsibilities.	1	2	3	4	5
41.	The distributive education coordinator, rather than the marketing teacher, should be the faculty advisor to DECA.	1	2	3	4	5
42.	Selected club representatives should attend and participate in the Arizona Career Education Conference each year.	1	2	3	4	5
43.	In distributive education courses, time should be provided for DECA members to work on various DECA projects.	1	2	3	4	5
44.	All students should know and understand the DECA creed.	1	2	3	4	5
45.	DECA activities should be recognized as a part of the total educational program in distributive education.	1	2	3	4	5
46.	DECA activities should teach members to serve as leaders and followers.	1	2	3	4	5
47.	A goal of DECA should be to further promote education in marketing and distribution which will have a direct effect on occupational skills.	1	2	3	4	5
48.	Distributive education students have common objectives and interests in that each is preparing for a related career in the field of marketing and distribution.	1	2	3	4	5
49.	The local school chapter should be the "show window" for student achievement and progress in distributive education.	1	2	3	4	5
50.	DECA members should be given the opportunity to participate in many activities designed to instruct him to be not only a leader but also a follower.	1	2	3	4	5
51.	The club officers should be drawn from the senior merchandising classes of distributive education.	1	2	3	4	5
52.	DECA members should learn to recognize their obligations to the community in which they live, and become involved in activities aimed at community betterment.	1	2	3	4	5
53.	Participation at special conferences and conventions should be open to all students who receive the approval of the chapter advisor.	1	2	3	4	5

		SD	D	U	A	SA
54.	Each chapter member should have a general knowledge and understanding of the duties and responsibilities of each chapter officer.	1	2	3	4	5
55.	The faculty advisor should be responsible for instructing newly elected officers in their duties and providing leadership training for the local members.	1	2	3	4	5
56.	College bound students should be encouraged to enroll in at least one distributive education course.	1	2	3	4	5
57.	Distributive education should also be recognized as preparation for advanced study at the college level, as well as preparation for job entry or advancement.	1	2	3	4	5
58.	Only non-college bound students should be enrolled in distributive education.	1	2	3	4	5
59.	The advisor should provide contest participants from his chapter with guidelines, adequate assistance, and class time for competitive DECA activities.	1	2	3	4	5
60.	A local high school chapter should fully finance its own operations.	1	2	3	4	5
61.	State officer candidates should be juniors, rather than seniors, so that the elected slate will be high school (not college) students.	1	2	3	4	5
62.	All distributive education merchandising students should be required to be members of DECA.	1	2	3	4	5

FOR DECA CHAPTER ADVISORS ONLY

Directions: Please read each question carefully. Select the one answer which is the closest or which best describes your answer and place a check mark in the space provided. Do not omit any questions.

1. How many students are enrolled in the distributive education courses in your school?

Under 15	_____	51 - 75	_____
16 - 25	_____	76 - 100	_____
26 - 50	_____	Over 100	_____

2. How many students are currently enrolled as members of DECA?

Under 15	_____	51 - 75	_____
16 - 25	_____	76 - 100	_____
26 - 50	_____	Over 100	_____

3. What proportion of the distributive education courses offered do you teach?

Less than half	_____	More than three quarters	_____
Half to three quarters	_____	All of the courses	_____

4. Including this year, how many years has the DECA chapter been in operation in your school?

One	_____	Six to ten	_____
Two to three	_____	Over ten	_____
Four to five	_____		

5. How many formally scheduled meetings or conferences do you usually have per school year with the guidance department and/or with administrators regarding the functions and operations of DECA?

None	_____	Two	_____
One	_____	Three or more	_____

6. How many other D.E. teachers instruct distributive education classes besides yourself?

None _____ Three _____

One _____ Four or more _____

Two _____

7. How many regional contest winners did your chapter have during the last school year (1973-1974)?

None _____ Six to ten _____

One to two _____ Eleven or more _____

Three to five _____

8. How many direct state contests (no area eliminations) did your students enter at the last state conference?

None _____ Six to ten _____

One to two _____ Eleven or more _____

Three to five _____

9. What total number of contestants (area winners and direct entries) did your chapter enter at the last state conference?

None _____ Six to ten _____

One to two _____ Eleven or more _____

Three to five _____

10. Which of the following best describes the population of the community in which your high school is located?

A large city (200,000 population or more) _____

Suburb of a large city (within 25 miles) _____

Medium size city (50,000 - 199,000) _____

Suburb of a medium size city (within 10 miles) _____

A small city or large town _____

Small town and/or rural area _____

11. Does your chapter have an advisory committee from the local community and/or local businesses?

Yes _____ No _____

12. Which of the following best describes the family economic background of the students enrolled in your school?

Very low incomes _____ Medium incomes _____

Low incomes _____ Above medium incomes _____

Medium to low incomes _____

13. Which of the following best describes the family economic background of the students enrolled in distributive education and DECA?

Very low incomes _____ Medium incomes _____

Low incomes _____ Above medium incomes _____

Medium to low incomes _____

14. Approximately what percentage of the students in your school are non-white?

0% _____ 26 - 50% _____

1 - 10% _____ 51 - 75% _____

11 - 25% _____ 76 - 100% _____

15. Approximately what percentage of the students in distributive education and DECA are non-white in your school?

0% _____ 26 - 50% _____

1 - 10% _____ 51 - 75% _____

11 - 25% _____ 76 - 100% _____

16. Do you coordinate the co-op phase of the distributive education program?

Yes _____ No _____

17. What is the ratio of girls to boys in your distributive education program?

Indicate here _____

18. What is the ratio of girls to boys in your DECA chapter?

Indicate here _____

19. How many times has your local chapter or officers addressed the local chamber of commerce, service club, businessmen's association, or other civic-service clubs during the past school year?

Not at all _____ Once _____ Two or more _____

20. Has your chapter been involved in other related civic activities this past year?

Yes _____ No _____

21. Approximately how many hours do you regularly spend per week (excluding contest preparation) directed towards DECA activities outside of the classroom periods?

One hour _____ Six to ten hours _____

Two hours _____ Over ten hours _____

Three to five hours _____

22. What percentage of your D.E. students are bound for further education after high school?

0% _____ 11 - 25% _____

1 - 5% _____ 26 - 50% _____

6 - 10% _____ Over 50% _____

23. Approximately how many hours do you spend per week during contest preparation time, outside of the regular classroom period?

One hour _____ Six to ten hours _____

Two hours _____ Over ten hours _____

Three to five hours _____

24. Approximately how much conference time do you spend with your full slate of DECA officers in advisor-officer meetings?

None	_____	Once a month	_____
Once a week	_____	Other (specify)	_____

25. Male _____ Female _____

26. Including this year, how many years have you been a DECA advisor?

One	_____	Five	_____
Two	_____	Five to ten	_____
Three	_____	Ten and above	_____
Four	_____		

DECA
STUDENTS - ABOUT YOURSELF

Directions: Please read each question carefully. Select the appropriate answer for you and place a check mark in the space provided. Do not omit any questions.

1. What was your age at the beginning of this school year?

   Under 16 _____ 18 years _____

   16 years _____ Over 18 _____

   17 years _____

2. What is your sex?

   Female _____ Male _____

3. Including this year as one, how many years have you been a member of DECA?

   None _____ One _____ Two _____

4. Including this year as one, how many years have you been enrolled in distributive education?

   In first year _____ Two years _____

5. Did you have any previous knowledge of or acquaintance with distributive education and/or DECA before your enrollment in D.E.?

   Yes _____ No _____

6. Did anyone provide you with information about distributive education or DECA before your enrollment in D.E.?

   Yes _____ No _____

7. (Answer only if you answered item 6 "yes.") Which of the following was your main source of information about distributive education?

   Family _____ Friends-students _____

   Assembly _____ D.E. coordinator _____

   Guidance _____ Other (specify) _____

   Publicity _____

8. What is your career goal? (Example: buyer, retailer, manager)

   Indicate here _____ _____

9. Including this year, how many business subjects other than D.E. have you taken? (Note: Include subjects in Junior High School. Consider a half year subject as one.)

   None _____ 1 _____ 2 _____

   3 _____ 4 or more _____

10. Are you currently employed in a distributive occupation? (Example: retailing, service)

    Yes _____ No _____

11. Was DECA one of the factors that influenced you in deciding to enroll in distributive education?

    Yes _____ No _____ Not sure _____

12. To what degree do you feel you are committed to a future in distribution?

    None _____ Fairly _____

    Slightly _____ Highly _____

13. Are you planning to attend college after high school graduation?

    Yes _____ No _____ Not sure _____

BUSINESS COMMUNITY QUESTIONNAIRE

Background

Distributive Education is a public school program of instruction which enables those enrolled to learn about marketing and distribution. In addition, the Distributive Education program aids in improving the techniques of distribution and creates an understanding of how marketing and distribution fits into a free competitive society. Upon completion of training students enrolled in Distributive Education programs are employed in the field of marketing and distribution.

There are basically three levels of study in Distributive Education. They include:

1. High School Distributive Education (11th and 12th grade)
2. Community College Middle-Management Distributive Education
3. Adult Distributive Education (usually for retraining or supplying additional training)

Each of the above programs is aimed at different entry level jobs in marketing and distribution.

This study focuses on the curriculum taught within the high school Distributive Education program. As a businessperson working within the field of marketing and distribution, your feedback is extremely important to this study. Our main goal in this part of the study will be to secure opinions from representatives of the business community. We are attempting to determine what should be taught at the high school level of Distributive Education so that the program will achieve its goals, to prepare young people for entry level positions and for careers in marketing and distribution.

Business Community Questionnaire

A. The following is a list of topics and sub-topics that are often taught within a high school distributive education curriculum. Please place a check mark ( ) in the column where in your opinion the main topic (i.e., Advertising) can best be learned. In some cases you may find it necessary to check both columns. Then rank the sub-topics according to their importance as you see them in a high school DE program of instruction.

Best Learned on the Job	Best Learned in the Classroom	
		1. Advertising
		____History of
		____Purpose of
		____Types of advertising media
		____The retailer and advertising
		____Principles involved in preparing of an ad
		____Other - Please specify_____
		_____
		2. Business Organization and Ownership
		____Forms of ownership
		____Legal aspects of distribution
		____Types of retail stores
		____Store organization
		____History of distribution and free enterprise
		____Other _____
		_____

Best Learned on the Job	Best Learned in the Classroom	

3. Business Services

_____Credit

_____Credit Bureau

_____Methods of collection

_____Banking

_____Bookkeeping

_____Other _____

_____

4. Economics of Distribution

_____Comparison of economic systems

_____Laws of supply and demand

_____Nature of Free Enterprise System

_____Business cycles

_____Study of stock market

_____Other _____

_____

5. Human Relations

_____Communications

_____Leadership techniques

_____Motivation

_____Decision Making

_____Getting along with others

_____Other _____

_____

Best Learned on the Job	Best Learned in the Classroom

6. Merchandising

_____Study of the buying functions

_____Receiving, checking, marking merchandise

_____Store location, layout, and equipment

_____Market research

_____Store operations and management

_____Other _____

_____

7. Merchandising Math

_____Cash register training

_____Making change

_____Mark up and mark down

_____Basic arithmetic

_____Inventory Control

_____Other _____

_____

8. Sales Promotion

_____Definition and purpose

_____Factors in successful sales promotion

_____Types of sales promotion

_____Sales promotion campaign

_____Do a sales promotion

_____Other _____

_____

Best Learned on the Job	Best Learned in the Classroom	
		9. Salesmanship and Merchandise Information
		____Prospecting and customer analysis
		____Product knowledge
		____Steps in selling process
		____Suggestion selling
		____Sales demonstrations and critiques
		____Other _____
		_____
		10. Visual Merchandising
		____Importance of display
		____Design principles
		____Window display
		____Interior display
		____Other _____
		_____
		11. Other _____

B. Place the following subjects in order of importance as they should be taught in the High School D.E. program:

____Advertising

____Business Organization and Ownership

____Business Services

____Economics of Distribution

____Human Relations

____Merchandising

____Merchandising Math

____Sales Promotion

____Salesmanship and Merchandise Information

____Visual Merchandising

____Other

C. If you have further information or comments that you can pass on to make the Distributive Education program at the high school level more effective in meeting the needs of the business you represent, please do so in the space provided below.